

UNIVERSIDAD TÉCNICA DE AMBATO



FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

TEMA: Updated authentic materials to improve speaking in EFL.

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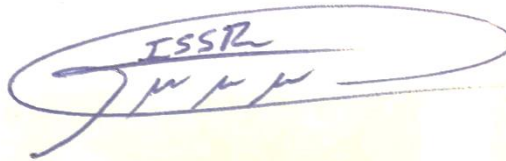
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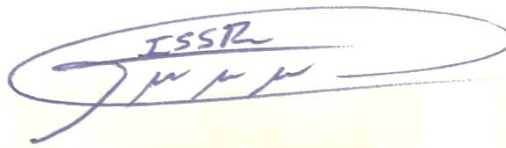
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Thanks to God, for being with me in every step I take, for strengthening my heart and enlightening my mind and for having put on my way those people who have been my support and company throughout this significant stage of my life.

DEDICATION

To my parents who taught me the most treasured principles.

To my brothers and sisters who helped me with their valuable advice.

To my beloved children who inspired and supported me all the time with their infinite love.

Irma Susana Siza Ramos.

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS MENCIÓN INGLÉS**

THEME:

**“UPDATED AUTHENTIC MATERIALS TO IMPROVE SPEAKING IN
EFL”**

Autora: Licenciada Irma Susana Siza Ramos

Director: Doctor Florentino Galo Rizzo Chunga, Mg.

Línea de Investigación: Proceso Enseñanza Aprendizaje

FECHA: Ambato, 08 de enero, 2021.

RESUMEN EJECUTIVO

“La habilidad para hablar es lo más importante en un segundo idioma. La mayoría de las personas que aprenden el Idioma Inglés tienen en mente que les gustaría alcanzar el objetivo de desarrollar la competencia en la habilidad de hablar, aunque es una tarea difícil” (Patra, 2016). Por lo tanto, este estudio tiene como objetivo ayudar a los profesores y estudiantes a amar la habilidad de hablar Inglés mediante el uso de materiales auténticos actualizados que permiten mejorar la habilidad de hablar en los estudiantes de Inglés como Lengua Extranjera. Hoy en día, la tecnología facilita a los profesores y estudiantes recursos valiosos que les ayudan a mejorar la habilidad de hablar, la misma que es necesaria para comunicarse en la vida real y de esta manera motivar a los estudiantes a comunicarse en el Idioma Inglés de forma natural. Internet es una de estas redes donde los maestros pueden encontrar materiales auténticos actualizados y descargar temas para desarrollar la habilidad de hablar. Además, pueden ponerse en contacto con sus estudiantes a través de los equipos de Microsoft, Zoom, WhatsApp y otras plataformas. Uno de los sitios web más útiles donde los maestros pueden encontrar material auténtico actualizado es YouTube porque este sitio ofrece una gran variedad de materiales actualizados en videos, que ayudan a los maestros y estudiantes a escuchar el lenguaje hablado auténtico y como resultado hablarán en el

Segundo Idioma que están aprendiendo usando una buena variedad de vocabulario y gramática con fluidez y precisión.

El hecho es que el Idioma Inglés se enseña como asignatura en la escuela y se usa solo dentro del aula. Para resolver este problema, los materiales auténticos actualizados, como los videos de YouTube, ofrecen la posibilidad de aprender un lenguaje real auténtico imitando a hablantes nativos de diferentes culturas alrededor del mundo. En este entorno, los estudiantes están rodeados por el idioma que están aprendiendo en el hogar y en la escuela.

Como conclusión y teniendo en cuenta todas las ventajas de los materiales auténticos anteriores y quizás otras estrategias para desarrollar la habilidad de hablar. Este estudio considera que los videos de YouTube son buenos recursos para mejorar la habilidad de hablar en Décimo Grado de la Unidad Educativa Tecnológica Agropecuario “Luis A. Martínez”.

Descriptor: Actualizado, Auténtico, Materiales, Habla, Habilidades, Videos, YouTube

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Author: Licenciada Irma Susana Siza Ramos

Directed by: Doctor Florentino Rizzo Chunga, Mg.

Line of Research: Teaching and Learning Process

DATE: Ambato, January 8th, 2021.

EXECUTIVE SUMMARY

“Speaking skill is the most important in a second language. Mostly people, who learn the English Language, have in their minds that they like to master the goal of developing the proficiency in speaking skill though it is a difficult task” (Patra, 2016). Therefore, this study aims to help teachers and students to love speaking English through the use of updated authentic materials to improve the speaking skill in EFL learners. Nowadays, technology facilitates teachers and students with valuable resources which have helped them to improve the speaking skill, meanwhile they need it to communicate in real life and in this way motivate students to speak English in a natural way. Internet is a network where teachers can find updated authentic materials and download topics for speaking purposes. Moreover, they can get in touch with learners through Microsoft teams, Zoom, WhatsApp and other platforms. One of the most useful social networks where teachers can find updated authentic material is YouTube because this site offers a great variety of updated materials in videos, which help teachers and students to listen authentic spoken language and as a result they will speak in the Second language they are learning using a good range of vocabulary and grammar with fluency and accuracy.

The fact is that English language is taught as a subject at school and used only inside the classroom. To solve this problem updated authentic materials such as YouTube videos offer the possibility to learn authentic real language by imitating native speakers from different cultures around the world. In this environment, students are surrounded by the target language at home and in the school.

As a conclusion and taking into account all the advantages of the above authentic materials and perhaps other strategies to develop the speaking skill. This study considers that YouTube videos are good resources to improve speaking skill in tenth grade at Luis A. Martinez Technological Agricultural High School.

Keywords: Authentic, Materials, Speaking, Skills, Updated, Videos, YouTube.

CHAPTER I

THE RESEARCH PROBLEM

1.1. Introduction

Nowadays, speaking a foreign language brings great opportunities in different areas of knowledge, work and entertainment in this globalized world. For this reason, the Ecuadorian governments have increased the hours of English in the curriculum. However, students don't have enough time to be exposed to the second language they are learning. Consequently, students from the countries in which English is taught as a Foreign Language frequently have great difficulty understanding spoken English when they interact with native speakers. In consequence, it is imperative to look for the best resources that motivate students to get in touch with the language. For this reason, this study recommends the use of YouTube videos which provide an environment that make students to feel interested in learning the second language.

This research project aims to solve the EFL learners need to improve their English-speaking skill. That is why an analysis of various technological resources has been carried out in order to define characteristics and global aspects related with the study variables: **updated authentic materials** and **speaking skills**. Furthermore, this project describes the methodology which is quasi-experimental research because Luis A. Martinez Technological Agricultural High School designed randomly two groups of twenty five students who are studying in homeschooling modality due to the COVID pandemic and teachers are supported by technological devices to impart their classes. So, considering this reality this project was carried out using social networks and platforms such as WhatsApp, Microsoft Teams, Zoom which allow communication between teachers and students. In a subsequent section, the methodology, the techniques, instruments, the processing plan, the analysis of the information, the research method, and the step-by-step process implemented are also presented. Then, a quantitative presentation and qualitative description of the results are made in order to proceed to the discussion and conclusion section to answer the research question: **“What are the effects of updated authentic materials on the development of speaking skills in tenth grade students of Luis A. Martinez Technological Agricultural High School?”** It also contains information on the pre-test and post-test applied to the students and the verification of the hypothesis: The use of updated authentic YouTube videos improve the ability to speak among tenth graders

at Luis A. Martinez Technological Agricultural High School. Finally, the last chapter mentions the conclusions and recommendations according to the statistical analysis of the research data, establishing the approach and the proposal. Moreover, some final remarks are provided to encourage further studies that can lead to the improvement of the teaching quality, with the bibliography, and selected annexes; specifying the documented foundation used in the development of this project which makes reference to websites, blogs or internet entries related to the work presented.

1.2. Justification

Speaking is one of the most essential skills to develop in EFL learners. Given this fact, this research project considers that the materials or resources that teachers use in classroom for this purpose, play a fundamental role in the teaching learning process of Language acquisition.

Patra (2016) stated that speaking skill is the most important in a second language. Most of the people who learn English Language want to manage it though it is a difficult task. Due to this reality, it is essential for teachers to have appropriate materials to expose students to interesting comprehensible spoken English language input.

Woottipong (2014) pointed out that authentic materials may have been in many different forms and they can be classified as written, auditory or audiovisual materials based on the senses they address. For instance, newspapers, recipes, films, videos, brochures and other resources designed for native speakers without teaching purposes, they are interesting, original and helpful in the teaching-learning process. Additionally, thanks to technology they are easily found on internet, they connect the daily classroom activities and the external world, at the same time that students improve intercultural understanding they can start to communicate in EFL.

According to Castillo, Insuasty & Osorio (2017) materials play a fundamental role inside and outside the classroom since they are the resources used by the teacher to facilitate language learning process. Based on this context this research analyzes the use of YouTube videos which have not been designed for teaching

purposes, however they are potential learning tools due to the language authenticity and their closed relation with the communicative language teaching approach.

As noted earlier, the application of YouTube videos to teach English is practical and feasible because this updated authentic material exposes learners to comprehensible language input and enables them to understand the content in order to establish communication with the external world. Therefore, the development of speaking skills in EFL learners through technological devices offers the best teaching facilities to carry out this educational project that is looking for the best environment and continuous updating of multimedia to provide EFL learners with interesting input to acquire a language in a natural way.

1.3. Objectives

1.3.1. General objective

Demonstrate that updated authentic materials improve the speaking skill in EFL.

1.3.2. Specific objectives

- Identify the updated authentic materials that develop speaking strategies in EFL.
- Establish the updated authentic materials that improve speaking skills.
- Determine the advantages of using updated authentic materials to develop the speaking skills in EFL.
- Justify how the use of updated authentic materials improve the speaking skills in EFL students.

CHAPTER II

RESEARCH BACKGROUND

2.1. Research background

In order to establish the impact of using updated authentic materials in the development of speaking skill in EFL learners it was necessary to analyze other researches. Therefore, it is imperative to mention the findings about relevant aspects of the independent variable updated authentic materials and the dependent variable speaking skill in EFL. All authors agree that the use of authentic materials help EFL learners who need to be exposed to interesting and comprehensible input content to acquire a second language in a relaxed and natural environment. To validate this information, it was essential to review the repositories of the main virtual Ecuadorian libraries such as UTA, Central University of Quito, San Francisco de Quito University and Catholic University. As well as, it was imperative to review scientific databases like SCIELO, Scientific Articles, Magazines, and other documental sources in internet related to the topic.

Consequently, from all the research in reference to the application of this method the findings reveal that updated authentic materials provide learners natural input, motivation and great interest to start producing a foreign language in a natural way. Therefore, this study considers that the use of updated authentic materials is an innovative method to be applied at Luis A. Martinez Technological Agricultural High School in the city of Ambato, to solve the requirements of thousands of students who are learning English as a Foreign Language. Likewise, is important to mention that this method will help teachers who are always searching for the best resources that respond to the needs and interests of EFL learners who have curiosity for technological updated materials.

In this first part it is basic to analyze the research of MAHI (2017) who said that updated authentic materials help to develop learning styles and strategies as well as speaking, listening, and critical thinking. Moreover, this method makes the learning process more outstanding and joyful for students. In addition, these

materials are easy to find, and they can cover unexperienced language that learners can probably manage with. Besides, this material exposes learners to real language, and take along cultural information and awareness to the students' attention. Furthermore, it encourages teachers to adopt creative teaching methodology. Finally, authentic materials can decrease students' anxiety to face the new atmosphere in the target language.

Zerhan & Binnur (2015) proved that authentic materials impact positively on the viewpoints of 12th grade learners in EFL classes. This study was directed over 12 weeks. In this research there were 37 participants of twelfth grade in Bucak Anatolian High School. In order to accomplish the objectives of the investigation, quantitative research method was applied. In this experimental study, a pre-test and a post-test were used with the control and experimental groups. The instrument of the study was an attitude scale and it took ten weeks to carry out this training, the experimental group received recommended strategies and activities using authentic materials such as videos and magazines while the control group received the traditional instructional method using the current course book which focus on just about the same curriculum items. The two groups were administered the pre-tests at the beginning of the training, and the post-tests at the end of the training in order to analyze the students' attitudes towards English course before and after the implementation of authentic materials. In conclusion, it can be assumed that authentic materials have marked a positive effect on the attitudes of students towards English course.

In an important research carried out by Cabrera (2017), with the theme "The use of authentic materials and audio-visual and speaking skills in Third Level (B1) students" at the Language Center at Ambato Technical University with a qualitative and quantitative method. The research was done with a total population of 103 students and 3 teachers to analyze the influence of authentic audio-visual material in oral skills. Correspondingly, a survey technique and a questionnaire instrument were used to collect the information. The objective of the study was determined by the influence of authentic material in the oral skills and as a result the author concluded that teachers in B1 level used audio-

visual materials, however the use was extremely limited to enhance learners' comprehension.

Consequently, the purpose of this project is to implement updated authentic materials to improve speaking skills in Tenth Grade EFL students at Luis A. Martinez Technological Agricultural High School in the city of Ambato. In order to achieve this objective, it is necessary to analyze that the materials used in teaching-learning process should be presented in a meaningful and comprehensible way. As well as, they should be an important support for our educational system in this time of pandemic in which the scholar system needs effective resources to be in touch with EFL learners who need to be exposed to the target language in a dynamic, attractive and natural way. Therefore, updated authentic materials YouTube videos play a decisive role in the presentation of the content to the students because they expose comprehensive accurate information about the target language giving learners the opportunity to acquire the foreign language in a natural way. Solving at the same time the main problem of students who have limited options to experience English outside the school or classroom environment.

At the present time speaking a foreign language has great advantages since it allows a connection with people from different countries and cultures from all over the world. In addition, this new language opens great opportunities to study and work in other countries or get a better job in the home country. Another benefit of a bilingual person is the facility to solve problems using critical thinking and positive attitudes to see life from different perspectives. Therefore, this study aims to support the English Language teaching learning process of Tenth Grade EFL students at "Luis A. Martinez Agricultural High School" in the city of Ambato providing them with adequate updated authentic materials in order to develop their speaking skill and demonstrate that these resources facilitate or benefit them to speak English as a foreign language in an accurate and fluent way.

The results can be a motivation for other teachers who are looking for an operative technique to teach their speaking classes in a rewarding and efficient way. The mechanism here is to see whether the method works for learners in a meaningful and interesting way. With this perspective in mind it is important to identify the best

updated authentic materials to develop speaking skills in EFL in order to establish them like resources to be applied in the classroom because of their potential to improve communication in a foreign language.

In this time of pandemic technology is the channel of communication between teachers and students as well as in other fields, for this reason this research will be conducted using synchronic and asynchronous tools which are categorized as authentic materials because they became part of the world's new reality. It makes feasible this project which will be carried out thanks to technology which offer us the possibility to apply the pre-test and post-test in order to measure the effectiveness of updated authentic materials in the developing of speaking skill in EFL learners of Tenth Grade EGB at Luis A. Martinez Technological Agricultural High School in the city of Ambato.

In this year 2020 the Ministry of Education in Ecuador has implemented a new curriculum due to the sanitary emergency that the whole world is facing because of a pandemic called COVID 19. This new curriculum is adapted to the needs and context of the students who are in homeschooling modality awaiting the world overcome the emergency. For this reason, teachers have to plan their classes taking into account the limitations of some learners who limitation of economic incomes. However, education has been adapted to virtual mode. Consequently, this project will take into account this reality of the new educational system and will be adapted to these circumstances taking advantage of available technological resources such as cellphones and internet.

According to Veal (2018) technological resources include the tools, materials, devices, settings, and people who work together with learners to simplify education and increase abilities. Both categories of resources (explicitly, technological resources) and how these resources are used (appropriately) serve to differentiate what is done by educational scientists from comparable efforts in additional fields. Thus, for the development of this research work it is essential to take advantage of these technological authentic materials which allow us to have interaction with our EFL learners. In consequence the updated authentic materials to be used in the intervention activities are: smartphone Apps like

WhatsApp, Microsoft Teams and YouTube videos which let to have communication and interaction among teachers and students.

According to Cruz (2016) smartphone's applications have enormous potential to support students teaching learning process. The use of these devices help learners to develop their communication expertise, team work among them, innovativeness and critical thinking. Those skills are indispensable in today's world to perform an unlimited variety of tasks that societies need to survive in the new world order. Then learners need to be updated with the ultimate technology in order to use it in an adequate way. Therefore, in this time of pandemic the smartphones are the updated authentic materials for education because these devices are the only mean of communication between students and teachers sideways with WhatsApp which allow them to send and receive any kind of information required for their educational process.

Mazana (2018) stated that WhatsApp is a Smartphone application for instant messaging. One of the exceptional features of this application is the facility to increase communication within a group of people. There are multiple advantages obtained from this updated authentic material like the facility for collaborative problem solving, increasing motivation to learn and decreasing the cost of material production. The weaknesses can be the absence of privacy due to limited options, mismanagement of the group due to the absence of rules, and marginalization of students without smart phones.

It is important to mention that in this time of pandemic the ministry of education adapted smartphones and WhatsApp as updated authentic materials in order to be in touch with authorities, teachers, parents and students. In this way, authorities send teachers the instructions, teachers receive those directions and generate planning activities for their students. Students receive the teacher's plans through WhatsApp and produce their tasks. In other words, the updated authentic material WhatsApp allows to send the assignment to students in which a YouTube video can be included in order to provide comprehensible input to students for the developing of speaking skills.

Wayan & Gunada (2017) suggest that YouTube video is a constructive solution to develop learners' English speaking skill since after studying some several sources such as theory, papers and discussions they established that Speaking is the major problem of students and it is caused by the absence of clear thoughts and other issues like the lack of vocabulary, not good pronunciation, and fails in grammar. As well as the traditional teaching methods that make students feel bored becoming the central reason of their problematic in speaking. To solve this problem, the use of authentic YouTube video is an encouraging and fascinating method which offers the students better exposure to achieve the phases of speaking skill. Additionally, other studies have proved that using YouTube videos can enhance students' speaking skill in some subskills specifically fluency, pronunciation, vocabulary and grammar.

Additionally, there are many advantages of using authentic YouTube videos in the development of speaking skill, which help a lot to the learners providing them with natural input obtained directly from the real world through virtual devices.

1. Authentic YouTube videos are valuable media which can be accessed with no trouble by learners and teachers outside and inside of the classroom. YouTube video is an updated authentic online material which can be log on using internet connection. It enables the teacher to ask the students to explore more related videos outside the classroom.
2. Authentic YouTube videos provide experience about authentic English and offers authentic illustrations of everyday English spoken by people around the world. It enables the students to have access toward English which is spoken by the native speakers. Moreover, using this authentic material will make the students become more confident to face the real life circumstances.
3. Authentic YouTube videos encourage a learning style that is more autonomous and student's centered. The students are dynamically involved in their learning and the role of the teacher is to be a facilitator. Moreover, the easiness to access into different videos in YouTube gives

the students the perspective to discover knowledge by themselves without being forced by the teacher. In addition, students easily comprehend a theoretical concept thanks to video which associates both images and audio.

4. Authentic YouTube videos in the classroom significantly attracts students' enthusiasm, consequently it makes classroom very interactive for language learning. It is because learners find authentic video stimulating and motivating to watch as it exhibits them how people act at the moment of using the target language that they are learning.
5. Authentic YouTube videos contributes greatly to other language skills development since the content of the videos allow students to comment on any topic presented to them in order to practice the foreign language. These subjects can be about politics, culture, science, technology, etc. They provide students the best input in any aspect of the language such as vocabulary, grammar, fluency, pronunciation and more.

2.2. Updated authentic material YouTube improve speaking skill in EFL learners.

In this time of pandemic Internet and You Tube videos constitute great resources for teaching because they are the means of communication between students and teachers for the new modality of homeschooling education established by the ministry of education. Internet facilitates the teaching learning process due to the easiness to send and receive information all around the world. Warschauer, Shetzer & Meloni (2016) Suggest that *Internet for English Teaching* represents a significant contribution to this area in terms of advancing the integration of Internet technologies in language courses and in terms of encouraging communicative approaches that are made more completely operative thanks to the use of collaborative technologies.

Moreover, internet is used for the teaching learning process in different ways such as: personal and group interchange of information as the case of teachers

and students. It also have interactive attractiveness because it is a technological mean of communication. For English Language teaching process, internet helps to develop language skills since it provides teaching updated materials which work on class development, and activities. Thienthong & Lian (2015). Internet is very useful in teaching or learning a foreign language in the way that teachers and learners can research on internet how to use the language in daily life, finding the material in internet easily. Students find internet very useful because they can develop their school projects with the aid of it. And the most important thing is that teachers can research for updated authentic materials to develop many interesting activities in their classes.

According to Thienthong & Lian (2015) Internet has several advantages as a source of updated authentic teaching materials.

- **Opportunity.** Internet has infinite information, however teacher can make choice to make limitation only for suitable authentic material.
- **Subject material.** Internet continuously is updating data which is added to the web every minute.
- **Personalized Information.** Internet is a useful updated authentic tool for students that help them to manage with difficult topics which are relevant for class.
- **Speaking Assistant.** Internet is able to develop Speaking since it presents interesting topics to deliberate in class. Thienthong & Lian (2015) recommend internet web in order to provide students a real impact for discussion topic. The updated authentic material explored in internet can open the doors to make deliberations and present it to the class.

2.3. YouTube one of the best updated authentic material for teaching speaking.

YouTube is one of the best sites to be used for searching updated authentic material in order to teach speaking because this is a popular site where the researcher can find video with great variety of content about the most recent scientific and technological discoveries.

This site allows the users to find the video that they need in order to use it in their language learning process, they can find infinite authentic material in any foreign language. Just writing on the explorer the topic you are looking for and there will appear multiple options, so you can choose from them the best one. In this way teachers and students can navigate the site enjoying and learning about the updated authentic material that every day is uploaded in the most varied categories such as entertainment, movies, sports, music, news, politics, science, technology, travel and other events.

Moreover, EFL learners can learn a lot of fascinating information from this potential updated authentic materials in order to talk about the different topics using sequential ideas to express their opinion about the material obtained from the authentic source. Therefore, teachers and learners are benefited with this updated authentic tool that provides them the best information for their teaching and learning process. In other words, YouTube can solve students and teachers' difficulties of comprehension in any topic that they require support. Stempleski & Tomalin (2018) suggest that authentic YouTube videos can be used to improve:

- a. **Motivation.** Scholars feel interest when a foreign language is exposed in a lively way through a video. So, these updated authentic YouTube videos can give students experience about real life situations that call students' attention.
- b. **Communicative Purpose.** The use of authentic YouTube videos help students to be prepared to communicate in the target language since

they provide learners authentic language content that can be imitated and amplified by scholars according the curriculum purpose.

- c. **Non-verbal features of communication.** Authentic YouTube videos allow to see people in action and to check any prompt to study the spoken language and non-verbal communication presented through images which also have the potential to be authentic material to study in detail.
- d. **Cultural contrast.** Authentic YouTube videos make students to know the differences and similarities among cultures from people who live around the world giving them the great opportunity to learn the most varied aspects of customs around the world.

Furthermore, the determination of using authentic YouTube videos in the Foreign Language teaching learning process is to take advantage of the Language subject content related to the curriculum in which new vocabulary and grammar structures are presented according to the Ministry of Education planning. Furthermore, teachers have the possibility to look for specific vocabulary and grammar structures which appear all in the videos in a natural way, however the teacher can set up activities for teaching particular grammatical structures and vocabulary analysis.

Moreover, YouTube videos display authentic pronunciation emphasizing the natural language sounds, stress, and intonation. All these features of the language help significantly to develop the listening and speaking skills. In addition, teachers can use updated authentic YouTube videos to improve learners' comprehension focusing their attention on scenes, sounds, images and more elements that help to produce speech. Likewise, speaking is one of the most important skills encouraged by these updated authentic materials because videos are real presentations related to the real life conditions.

YouTube videos can be used to increase reading and writing skills since these updated authentic materials produce comprehension based on genuine stories that

students can use for writing compositions which inspire learners to be original and imaginative at the moment of expressing their ideas in an essay.

Stempleski & Tomalin (2018) recommend the use of updated authentic videos in every level of scholar instruction. Videos can be used like authentic material for language reinforcement by choosing the suitable material to perform the speaking skill. Furthermore, authentic YouTube videos can provide all-inclusive input to learners because they are able to watch authentic stories related to any aspect of the curriculum. In this way, students can talk about real situations based on the video establishing discussions related to the content learned in the video. Therefore, they have the opportunity to practice what they learned in the authentic videos using them as teaching assets to develop speaking skills.

Advantages of teaching EFL Students using YouTube Videos.

According to FluentU Educator Blog (2020) there are great advantages of using the authentic material YouTube videos in an EFL classroom:

- YouTube Videos are enjoyable and add a variation of pace that students like very much, since they are the beneficiaries of this new methodology using updated authentic materials.
- You Tube Videos are great resources for visual learners, because in every classroom there are students with multiple learning styles and one of them is visual, this resource is the best option for students who need images and colors to learn better.
- YouTube videos transport your topics to real life. It is fantastic to know that using videos in class is the way to bring all kind of reality to class. In this way, culture from any country can be part of the class. Moreover, scientific discoveries, technological advances, environmental topics, cooking, health care, and so on.

- YouTube Videos demonstrate students how to speak naturally, this is the main feature of the videos that are made by native speakers who talk using the target language accent, pronunciation, stress, fluency and accuracy.
- YouTube videos display language in a realistic, everyday context. Reality is the most important thing that students want to experiment in a classroom and these kind of resources are able to bring native people talking about their real issues to the class.
- YouTube videos expose natural intonation, stress and pronunciation of the target language. These features of the language need to be developed in learners and for this purpose videos are the solution, since students internalize and imitate the sounds of what they listen.
- YouTube videos can make memorable lessons depending on what is shown. It is essential to mention that outstanding lessons can be taught using this authentic material because students can easily remember what they learned in a video.
- A YouTube video could be better than a whole reading class, because learners read images and sounds from the videos and then they can reproduce a complete story telling the introduction, body and conclusion.
- YouTube videos best advantage is that they can help to develop students multiple language skills such as listening, reading, writing and speaking. So we are going to concentrate our attention in speaking improvement for EFL learners.

According to FluentU Educator Blog (2020) YouTube is the biggest online video platform in the world, therefore YouTube have great quality and quantity of authentic material that can be adapted specifically for education or have the potential to be educational. You can find no matter what, from a lecture style video made by a colleague EFL instructor, to a more typical video that you

can use as a learning tool to cause a significant effect in your students' learning habits.

Disadvantages of teaching EFL Students using YouTube Videos.

FluentU Educator Blog (2020), mentions that the quality of some YouTube videos could not have all the features that educators need in order to use them as strategy for teaching. For that reason, it is necessary to review whether the information in the video is according to the students' needs and curriculum requirements.

Another disadvantage could be that some videos may turn to be not so instructive in certain ways so teachers have to check the content in order to see the reliability and accuracy of the information is suitable for the lesson that is going to be taught.

Moreover, YouTube videos sometimes could not offer learner's good patterns, since they display slogans and headings that are not always correct or according with the requirements. Therefore, the educator needs to select videos with good content in order to avoid mistakes.

In conclusion, educators are free to use what YouTube offers in terms of providing interesting and comprehensible input to their students, but it is necessary to check the content and other features of the video before choosing this authentic material to use in the EFL classroom and it is time consuming.

Ideal Types of Videos for EFL Instruction

Based on FluentU Educator Blog (2020) Authentic Video materials, it has a great variety of options. Which one you choose depends on the objective of the lesson.

- Biographies

- Shows
- Sports
- Documental
- Announcements
- Newscast and stories
- Climate forecasts
- Instructional videos
- Blogs and websites
- Comics
- Movies
- Documentaries

How to use the authentic material YouTube Videos in the EFL Classroom

After searching what kind of videos to use in classrooms, the results provide a guide to apply when teachers decide to include a video in the lesson planning. So, here are some advices to keep in mind in order to make each video class session educational and engaging for EFL learners.

1. Make sure that the selected authentic material YouTube videos are not invasive to students culture.

When teachers decide to use content around culture try to discover what could constitute an offensive or uncomfortable topic, so contemplate the possibility of doing some research to a colleague teacher or someone who knows about those aspects asking about your lesson plan. In this way, avoid difficulties of offense. It might be problematic to have a productive educational experience with a video containing English swearwords.

On the other hand, educators can activate students' interest through video speaking aspects of English culture, taking advantage of features that would be familiar to foreign English students. Teachers are able to activate that interest into engagement and starting some active conversations with EFL students at the same time that they encourage the use of spoken English.

When the video goes into present and significant events, it can improve significantly the efficiency of teaching and learning process, in the meantime that students can be stimulated to express their own points of view.

2. Choose the right quantity of authentic material YouTube video

One of the complex decisions when using authentic YouTube videos is defining how much of the class session the video would cover.

Too short videos usually do not benefit much in terms of content that your students can appreciate, so it makes them unhelpful. Videos that are too long can cause struggles and deviate your students' attention, at the same time it can be difficult for you to choose which part of the video should be used to accomplish your learning objective.

According to the lessons planning rules the recommendation is that YouTube videos can be used for 2 or 10 minutes long in order to activate students' attention. Two minutes usually is enough for a single topic to be explored with adequate complexity depending to the topic, however 10 minutes is the correct amount of time to obtain learners' attention and facilitate an active conversation.

However some EFL facilitators would use a complete video to cover the classroom time, and this can be the best strategy if done right. Be sure that the video has an adequate level of English according to your learners' needs, and the content must afford the topics and lessons that the curriculum need to cover.

3. Verify that learners can monitor the authentic material YouTube video.

YouTube videos need to have good quality audio and clear English speech with reasonable speed that students can easily follow. So, teachers need to find a video that could be attractive and beneficial for the classroom, however if the audio does not cooperate with students' needs, then teachers have another

alternatives. Also, be sure that you can turn up the volume and pause or slow down the video as required, according to your students' styles of learning.

4. Authentic material YouTube videos' content can be divided to make personal connections

It is a good idea to set up basic comprehension questions after students watch a video to assess their understanding, but go further by asking students what they have appreciated or observed in order to explore the content more profoundly and feel free to ask more open questions, so that dialogue can become more interesting and helpful for the content you need to teach.

Generating personal connections with learning content is also a very great way to integrate material. After the use of videos about cultural or social English subjects, encouraging scholars to reflect and express their own viewpoints on these themes. Also videos allow to discuss scientific and technical topics, therefore it is necessary to ask students how are those things in their language in order to help them to remember any modifications in word order, grammar and other aspects of spoken language.

5. Create challenges during viewing the authentic material YouTube Video.

It is necessary to set up specified tasks for students to do while they are watching a video. For instance, they can take notes about the characters who take part in the video, nouns, verbs, adjectives that are used or examples of some spoken structure that learners can find and so forth. In this way, teachers can encourage the active participation of their students in order to produce a good response in foreign language involvement.

In conclusion, there are multiple meaningful activities that teachers can create to plan their students' lessons so that learners will be enthusiastic and expectant the next time that the teachers invite them to a YouTube video class.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Location

This research was carried on Luis A. Martinez Technological Agricultural High School. This is an urban public high school located in Tungurahua's Province in the city of Ambato. The school day for teachers and students is divided in two sessions, the Technical field in the morning and Science field in the afternoon.

Within the scope of the study it is important to mention that this thesis is directed to students of Tenth Grade from General Basic Education which is divided in two groups of 25 students Parallel A and Parallel B. So, we have a total of 50 candidates who will participate in this experimental research.

This important group of candidates belongs to the Science field which works in the afternoon section. Normally, this group of students learn everything concerning to all science subjects, however they also participate in gardening projects. These students like to work in those projects because teachers encourage them to take care of nature.

Luis A. Martinez Technological Agricultural High School have some facilities that are shared in both sections like a computing laboratory, a science laboratory, an audiovisual room, a library and the urban and rural farms. However, the classrooms don't have any technological devices like computers or internet connection. The classrooms are just equipped with a board, markers, chairs and desks.

It is important to mention that this research was carried out from Oct 5th to December 24th, 2020; time in which teachers didn't attend to the physical classrooms due to Covid 19th pandemic. Therefore, this study was developed entirely in virtual mode using technological devices which allowed to have

connection between teachers and students through internet. Consequently, the smartphones became the most important devices for virtual classes.

3.2. Materials and Equipment

In this research the equipment and materials are virtual devices and web apps due to COVID 19th pandemic which didn't allow the interaction between students and teachers in a face to face context. Therefore, the ministry of education has adapted all the educative process into a virtual mode in which teachers get in touch with their students through smartphones making use of the online application WhatsApp and teach their classes using Microsoft Teams platform.

In this environment, this research directed to 10th grade EFL learners of Luis A. Martinez Technological Agricultural High School adapted all resources in order to provide learners with the educational instruction plans based on the development of Speaking Skill through updated authentic materials such as Internet, Smartphones, WhatsApp, Microsoft Teams and YouTube videos with the objective to analyze the impact that these updated authentic materials have in the improvement of speaking skills.

SMARTPHONES. – Cruz (2016) found that smartphones have a huge potential to support students learning process. Moreover, the use of these devices provide students with the opportunity to develop or enhance their communication, collaboration, creativity and critical thinking skills. Such skills are necessary for them to own in order to succeed and get ahead in this world of knowledge and information.

Nowadays education in Ecuador depends on the boundaries of these updated authentic materials because of the Covid 19th pandemic, which doesn't allow the normal interaction among the school community. Therefore, the updated authentic materials such as Microsoft Teams and WhatsApp have converted in the virtual classroom for keeping teachers and students in contact and more than that Microsoft Teams is a platform which allows teachers to share other authentic material found in internet like authentic YouTube videos in order to facilitate

comprehension for students who are in lockdown during the time in which the pandemic is being controlled.

MICROSOFT TEAMS. Martin & Tapp (2019) says that Microsoft Teams is a digital app that brings conversations, meetings, files and apps together in a single Learning Management System (LMS) (Microsoft, 2018). Therefore, this is an application for a software program. It can refer to a program from any hardware platform, it is most often used in the description of programs for mobile devices, such as tablets, laptops and smartphones.

The Ministry of Education has implemented this updated technological material, with the purpose of impart classes to students; this platform allows interaction between students and teachers, also communication between authorities and teachers. So that, all members of the academic community can interact. In addition, MICROSOFT TEAMS allows teachers to share the screen and present their materials such as: slides, videos, audios, etc. In this way, students learn what the teacher plan in their lessons and it is possible to share through this practical network.

WHATSAPP. Centinkaya (2017) suggests that in these contemporary years, instant messaging applications have been identified as social networks based on mobile devices. Although there are several instant messaging applications, WhatsApp is one of the most used, as it is an updated material, used in education for its benefits such as; to send and receive messages in real time to a specific student or complete groups of students instantaneously, in a low cost and confidentiality; in addition, messages and assignments can be answered to their teachers.

YOUTUBE VIDEOS. Brame (2016) YouTube videos have become a significant part in education, providing an essential content transfer tool in numerous blended and flipped online classes. Therefore, to know the operative use of a video as educational material, it is superior when teachers consider three components: first, how to manage cognitive subjects of the video; second, how to manage student commitment with the video; and third, how to encourage

active learning from the video. Other, studies on the use of YouTube in class consider that video is an important medium for activating a wide-ranging diversity of content, starting with methodical knowledge to groups of students and even know how to manage with the human emotions.

Consequently, they are concentrated on teaching activities that include student learning around authentic environments or arguments selected by the teacher. In this way, the student is encouraged to create new enriched galleries, with selected videos or productions for their autonomous learning, having the advantage of reviewing them anytime for reinforcement. Also, it is possible to share them establishing a section with personal productions that work as demonstration of development and professional advancement in any area of the life and why not in foreign language learning acquisition which is one of the fundamental elements of the professional curriculum vitae in this time.

3.3. Research Method

Castillo, Insuasty & Osorio (2017) states that in the last times there has been a fast production in the use of quasi-experimental investigation designs in education research. This tendency, comes from “credibility revolution” in the social sciences, particularly economics, is remarkable along with the growing use of randomized controlled judgments in the attempt toward challenging causal inference. The predominant purpose of this chapter is to discover and document the applicability of updated authentic materials to improve speaking skills in EFL learners.

This study is a quasi-experimental research because Luis A. Martinez Technological Agricultural High School have designed randomly two groups of twenty five students; the group A was the control group and group B was the experimental group. Both groups will participate in the Pre-test and Post-test in order to establish the point of start in this research.

Hernández, Fernández & Baptista (2017) recommended this Quasi-experimental research design because it intentionally manipulates, at least, one independent

variable in this case updated authentic materials, in order to observe its effect and relationship with the dependent variable improvement of speaking skill in EFL.

In this specific design, topics are not assigned to the groups randomly because the groups were already formed before the treatment. This research study intended to analyze the extent to which the implementation of updated authentic materials contribute to the improvement of the speaking skill in tenth level English course in Luis A. Martinez Technological Agricultural High School in the city of Ambato.

Accordingly, tenth level Course A and Course B were chosen. Course A was considered as the control group whereas Course B was treated as the experimental group. The same teacher oriented these courses, and due to the nature of this quasi-experimental research project, the treatment was only applied to Course B. The pre-test and a post-test were administered to both the control and the experimental groups to compare the efficiency of the treatment.

This quasi-experimental research project was conducted by following four stages. In the first stage, the research started with the selection of groups and the pre-test implementation. Course A was composed of twenty five students from 13 to 14 years of age and Course B had the same characteristics twenty five students whose ages were from 13 to 14. Students from both groups came from different socioeconomic backgrounds some students live in the countryside but most of them live in the city however the economic situation is not good. After the selection of the groups, a pre-test was conducted in both courses through a project called Can you tell me one story?

The second stage of the project began with a diagnosis which consisted of an analysis of the pre-test results to establish the assets and the weaknesses of students' speaking skill, plus an analysis of the syllabus which was the departure point for designing the pedagogical intervention in both courses. As it was vital to apply a treatment that was harmonious with both the research and course

aims, the pedagogical intervention was developed following a framework which highlighted the systematic use and implementation of updated authentic materials.

After completion of the treatment and implementation of the research methods, the research teacher at Luis A. Martinez Technological Agricultural High School proceeded to conduct the post-test on both groups to measure the impact of the treatment applied. This process was called stage three. The analysis of the collected data was performed in stage 4 after obtaining the results of the post-test implementation to course A and B. All data collected from the pre-test and the research methods in stages 1 and 2 respectively were also considered in the analysis in order to come up with the final conclusions.

3.4. Hypothesis – Research Question – Idea to Defend

The hypothesis for this research emerged from the question: what are the effects of updated authentic materials on the development of speaking skills in tenth grade students of Luis A. Martinez Technological Agricultural High School?

H₀: The use of authentic YouTube videos does not improve the ability to speak among tenth graders at Luis A. Martinez Technological Agricultural High School.

H_a: The use of authentic YouTube videos improve the ability to speak among tenth graders at Luis A. Martinez Technological Agricultural High School.

3.5. Population or Sample

3.5.1. Population

This research is directed to students who are in Tenth Year of Basic General Education at Luis A. Martinez Technological Agricultural High School in the academic year 2020-2021. It is important to emphasize that the mission of this institution is to contribute to the training of technologists in Agriculture and Agroindustry however it also provides General Education. This institution is located in Tungurahua's province, in the city of Ambato, in Celiano Monge community so it belongs to District D02. It includes a total of 90 teachers and

2280 students in the instruction work. The study was carried out with 50 students, 25 corresponding to parallel A, (control group), and 25 from parallel B (experimental group).

The information related to the population is presented in the following chart.

Table 1. Population

CLASS	ROOM	STUDENTS	%	TOTAL	%
10° EGB	A	25	50%	25	100%
10° EGB	B	25	50%	25	100%
TOTAL	2	50	100%	50	100%

Source: Secretary. Luis A. Martinez Technological Agricultural High School.

Produced by: Siza Irma (2020)

3.5.2. Sample

Since this study is of a quasi-experimental nature, the design did not require a population sampling as two groups were used in the treatment, each one made up of 25 students. However, in order to avoid biases or errors, a randomized control group and an experimental group were established.

The data is presented in the following table:

Table 2. Sample. Groups: experimental and control

GROUPS	COURSES AND PARALLELS	TOTAL
Control	A	25
Experimental	B	25
TOTAL	2	50

Source: Secretary. Luis A. Martinez Technological Agricultural High School.

Produced by: Siza Irma (2020)

3.6. Data Collection

In this Quasi Experimental research the collection of information was done through observation, documents, a pre-test and a post test.

Observation

The teacher researched to know the classroom environment and what problems the students faced with the spoken skill in the teaching learning process. This technique was applied to the tenth graders of the afternoon section at Luis A. Martinez Technological Agricultural High School using Microsoft Teams platform, which was the official platform of the ministry of education. The teacher made field notes looking for the activities that were used to develop student's speaking skill according the pedagogical weekly plans programed for the ministry of education. Therefore, the researcher found that these plans did not use updated authentic materials in order to help students to develop their speaking skill.

Documents

The documents used for this research were the lesson plan, a rubric to test the students development and the updated authentic YouTube videos that were applied during the experimental process in order to take the post test and know the results the researcher used the authentic material WhatsApp to receive the audios sent by the students to their teacher to be evaluated through the speaking test rubric.

Pre-Test.

The pre-test was applied to both Tenth Grade A and Tenth Grade B before starting the experimental part of this research with the objective to know to what extent the updated authentic materials develop the speaking skill among tenth grade students.

Participants in this study were evaluated at the beginning and at the end of the treatment through a speaking rubric adapted from the Ecuadorian ministry of

education and approved by three experts from the Technical University of Ambato.

Before the evaluation the teacher taught a project named: Can you tell me one story? Which contain an interesting reading and questions about the reading. So that the answers for these questions were evaluated with the speaking rubric. During its implementation, tenth grade students are expected to understand a story in simple past tense in order to produce the answers to the questions about the story.

Rosy's Story

Hi! I am Rosy. I lived in the country as a child. It was an excellent time of my life. I remember one day, I was going to the river because it was my favorite place to swim. As I was walking, I saw a little girl. She was very beautiful with her long black hair. She was crying. I immediately ran up to her, and as I was getting closer, she stood up and ran away. I ran faster to catch up with her. When I finally got close to her, she turned, and I could see her face was full of scars. I screamed like crazy and returned to my house. I told the story to my mom and she told me that happened to girls like me who didn't listen to their mothers. My mom always told me not to go to the river alone, but I never paid attention. It was my favorite place and I had lots of fun there.

Source: https://recursos2.educacion.gob.ec/wp-content/uploads/2020/09/UNSC_FP_P2_WEB_Superior-1.pdf
Created by: Mineduc Resources (2020)

Answer the questions from the story about Rosy and your experience during the reading.

- a. Why did Rosy like to go to the river?
- b. What did she see as she was walking?
- c. Why did Rosy scream when the girl turn?
- d. Did Rosy learn the lesson?

- e. Explain why you liked or didn't like the story.
- f. Have you heard a similar story in your childhood?
- g. What were you thinking about as you were reading the passage?
- h. What lesson did you learn from this story?

In order to evaluate both groups the control group tenth A and experimental group tenth B the teacher contacted their students through Microsoft Teams platform and share with the students the pre-test prepared in the weekly plan. Then, the teacher read Rosy's story. After that, students were asked to answer eight questions about the story and their experience during the reading. Finally, students from both groups were asked to send an audio through the updated authentic material WhatsApp to their teacher by answering the questions.

The teacher received the audios through the updated authentic material WhatsApp and proceeded to evaluate each student production based on the Test Training A2.1 (Unit 2) - Rubric Qualitative Aspects of Spoken Language: Interaction (10 points) Adapted from MINEDUC Teacher's book A2.1 (2016) Rubric Qualitative Aspects of Spoken Language: Interaction through Audio Devices.

3.7. Data Processing and Analysis

According to Orellana & Sánchez (2016), during the research study, observation was applied as the data collection technique that benefited the construction, understanding and interpretation of the situation in the context. (pág. 14). Fernández (2020), it is necessary that the collected data be classified into topics and subtopics to establish a comparison through the simplification of the information obtained favoring the coding from the researcher's point of view. (pág. 8). The structure of the qualitative data contributed to the achievement of the study objectives: Demonstrate that updated authentic materials improve the speaking skill in EFL.

To reduce the error rate, the following information processing plan is followed:

- Gradual review of the numerical information collected.
- Analysis and interpretation of the results.

- Application of the SPSS statistical software used to carry out calculations and descriptive analysis which, through graphics, favored the establishment of correlations.
- Verification of compliance with the working hypothesis in decision-making and in the adoption of better strategies for the teaching and learning process of the English language

3.8. Response Variables or Results

Independent variable:

Updated Authentic Materials

Dependent variable:

Speaking Skill

CHAPTER IV

RESULTS AND DISCUSSION

The present study aims to demonstrate the importance and effectiveness of authentic materials to improve spoken English language skills in students of 10th grade from Luis A. Martinez Technological Agricultural High School. Being an action research, the students carried out two main tests, one before and the other after the intervention in the classroom. Likewise, descriptive statistical methods were used to analyze the results. The mathematical method applied includes the T-student test carried out through the program that was developed using the statistical software SPSS, according to George & Mallery (2017) statistical data analysis application, equipped with an intuitive graphical interface that is very easy to handle.

Pre-test and post-test.

The pre-test was carried out by the students before the intervention in the classroom. Subsequently, after the intervention, the students carried out the post-test (the same measurements and quantifications were maintained for both tests). The pre and post-test were evaluated through a rubric that contained five indicators: vocabulary range, accuracy, fluency, interaction and coherence each one was rated out of the expected average was 10/10, the highest score. In addition, the analysis and interpretation of the data was developed using the SPSS statistical software.

Pre-test and post-test.

Afterwards, the results obtained from the pre-test and post-test based on the rubric applied to the students of the Tenth Grade of Basic General Education are detailed.

4.1. Pretest and Posttest analysis

The use and application of the rubric allowed to obtain qualitative results, which are evidenced in the following tables:

4.1.1. Pretest Control Group



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
PROGRAMA DE POSTGRADO DE LA F.C.H.E. "
RUBRIC CRITERIA



Objective: To demonstrate that updated authentic materials improve the speaking skill in EFL.

INDICATIONS: Weak = 0.5 Adequate =1.0 Good =1.5 Excellent= 2

DATE:

Table 3. Control Group. Criteria Rubric

Student N.	Indicators					Total
	Vocabulary Range	Accuracy	Fluency	Interaction	Coherence	
Student 1	1	0,5	0,5	1	1	4
Student 2	1	0,5	1	1	1	4,5
Student 3	1	1	1	1	1	5
Student 4	0,5	1	1	0,5	1	4
Student 5	1	0,5	1	1	0,5	4
Student 6	1	1	1	1	1	5
Student 7	1	1	0,5	1	1	4,5
Student 8	1	1	1	0,5	1	4,5
Student 9	1	1	0,5	1	1	4,5
Student 10	0,5	1	0,5	1	1	4
Student 11	1	1	0,5	1	1	4,5
Student 12	1	0,5	1	1	0,5	4
Student 13	1	1	0,5	0,5	1	4
Student 14	1	1	1	0,5	0,5	4
Student 15	1	1	1	1	1	5
Student 16	1	0,5	1	1	1	4,5
Student 17	0,5	1	1	1	0,5	4
Student 18	1	0,5	1	1	0,5	4
Student 19	1	1	1	0,5	1	4,5
Student 20	1	1	1	1	1	5
Student 21	1	1	1	1	1	5
Student 22	0,5	0,5	0,5	1	1	3,5
Student 23	1	1	1	1	0,5	4,5
Student 24	1	1	1	1	1	5
Student 25	1	1	1	1	1	5
Average	0,92	0,86	0,86	0,9	0,88	4,42
Excellent	0	0	0	0	0	
Good	0	0	0	0	0	
Adequate	21	18	18	20	19	
Weak	4	7	7	5	6	
	25	25	25	25	25	

Created by: Siza, Irma (2020)

In this table, based on the content of the criteria rubric applied to the control group made up of twenty-five students, the following results are obtained: In the vocabulary range, accuracy, fluency, interaction and coherence indicators, most of the students express adequate knowledge (1.0), a smaller amount weak (0.5)

4.1.2. Pre-test Experimental Group.



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
PROGRAMA DE POSTGRADO DE LA F.C.H.E. "
RUBRIC CRITERIA



RUBRIC CRITERIA

Objective: To demonstrate that updated authentic materials improve the speaking skill in EFL.

Indications: Weak = 0.5 Adequate =1.0 Good = 1.5 Excellent =2

DATE:

Table 4. Experimental Group. Criteria Rubric

Student N.	Vocabulary Range	Accuracy	Fluency	Interaction	Coherence	Total
Student 1	1	0,5	1	1	1	4,5
Student 2	1	1	0,5	0,5	1	4
Student 3	1	1	1	1	0,5	4,5
Student 4	1	0,5	1	1	1	4,5
Student 5	1	1	1	1	1	5
Student 6	0,5	0,5	0,5	1	1	3,5
Student 7	1	1	1	1	1	5
Student 8	1	1	0,5	0,5	1	4
Student 9	1	1	1	0,5	1	4,5
Student 10	1	1	1	1	1	5
Student 11	1	1	1	1	1	5
Student 12	1	1	0,5	1	1	4,5
Student 13	1	1	1	0,5	1	4,5
Student 14	1	1	1	0,5	1	4,5
Student 15	1	1	0,5	0,5	0,5	3,5
Student 16	1	1	1	0,5	0,5	4
Student 17	0,5	1	1	1	0,5	4
Student 18	1	1	1	0,5	0,5	4
Student 19	0,5	1	1	0,5	0,5	3,5
Student 20	1	1	1	1	0,5	4,5
Student 21	1	1	0,5	1	1	4,5
Student 22	1	1	1	1	1	5
Student 23	0,5	1	1	0,5	1	4
Student 24	1	0,5	1	1	1	4,5
Student 25	1	0,5	1	1	1	4,5
Average	0,92	0,9	0,88	0,8	0,86	4,36
Excellent	0	0	0	0	0	
Good	0	0	0	0	0	
Adequate	21	20	19	15	18	
Weak	4	5	6	10	7	
	25	25	25	25	25	

Created by: Siza, Irma (2020)

In the attached table, based on the content of the criteria rubric applied to the experimental group made up of twenty-five students, in the indicators vocabulary range, accuracy, fluency, interaction and coherence, the majority of students show adequate knowledge (1.0), a smaller quantity weak (0.5)

4.1.3. Post-test Control group



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RUBRIC CRITERIA



Objective: To demonstrate that updated authentic materials improve the speaking skill in EFL.

Indications: Weak =0.5 Adequate= 1.0 Good =1.5 Excellent =2

DATE:

Table 5. Post-test Control group

Student N.	Vocabulary Range	Accuracy	Fluency	Interaction	Coherence	Total
Student 1	0,5	0,5	0,5	1	0,5	3
Student 2	1	0,5	1	1	1	4,5
Student 3	1	1	1	1	1	5
Student 4	0,5	1	1	0,5	1	4
Student 5	1	0,5	1	1	0,5	4
Student 6	1	1	1	1	1	5
Student 7	1	1	0,5	1	1	4,5
Student 8	1	1	1	0,5	1	4,5
Student 9	1	1	0,5	1	1	4,5
Student 10	0,5	1	0,5	1	1	4
Student 11	1	1	0,5	1	1	4,5
Student 12	1	0,5	1	1	0,5	4
Student 13	1	1	0,5	0,5	1	4
Student 14	1	1	1	0,5	0,5	4
Student 15	1	1	1	1	1	5
Student 16	1	0,5	1	1	1	4,5
Student 17	0,5	1	1	1	0,5	4
Student 18	1	0,5	1	1	0,5	4
Student 19	1	1	1	0,5	1	4,5
Student 20	1	1	1	1	1	5
Student 21	1	1	1	1	1	5
Student 22	0,5	0,5	0,5	1	1	3,5
Student 23	1	1	1	1	0,5	4,5
Student 24	1	1	1	1	1	5
Student 25	1	1	1	1	1	5
Average	0,92	0,86	0,86	0,9	0,86	4,38
Excellent	0	0	0	0	0	
Good	0	0	0	0	0	
Adequate	20	18	18	20	18	
Weak	5	7	7	5	7	
	25	25	25	25	25	

Created by: Siza, Irma (2020)

In order to establish the difference between the control and experimental group, the information obtained at the beginning through the application of the pre-test is kept.

4.1.4. Post-test Experimental group



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PROGRAMA DE POSTGRADO DE LA F.C.H.E. "
RUBRIC CRITERIA



Objective: To demonstrate that updated authentic materials improve the speaking skill in EFL.

Indications: Weak = 0.5 Adequate =1.0 Good = 1.5 Excellent =2

Table 6. Post-test Experimental group

Student N.	Vocabulary Range	Accuracy	Fluency	Interaction	Coherence	Total
Student 1	1,5	1,5	1,5	2	1	7,5
Student 2	2	1	2	2	2	9
Student 3	2	2	1	2	2	9
Student 4	1,5	1	2	1	2	7,5
Student 5	1	1	2	2	2	8
Student 6	2	2	1	2	2	9
Student 7	2	1	1	2	2	8
Student 8	2	2	2	1	1	8
Student 9	2	2	1	2	2	9
Student 10	2	2	1	1	1	7
Student 11	2	2	1	2	1	8
Student 12	1	1	2	2	2	8
Student 13	2	1	2	2	1	8
Student 14	2	1,5	2	1,5	2	9
Student 15	2	1	1,5	1,5	2	8
Student 16	2	1,5	1	2	1,5	8
Student 17	1,5	2	1	2	1,5	8
Student 18	2	1	1	2	1,5	7,5
Student 19	2	2	2	1,5	1	8,5
Student 20	2	2	2	1	1	8
Student 21	1,5	2	1	2	1	7,5
Student 22	1	2	1	2	2	8
Student 23	2	2	2	1,5	1	8,5
Student 24	2	2	1	2	1	8
Student 25	2	1,5	1,5	1,5	1,5	8
Average	1,79	1,60	1,46	1,75	1,52	8,13
Excellent	18	13	10	16	11	
Good	4	4	3	5	4	
Adequate	3	8	12	4	10	
Weak	0	0	0	0	0	
	25	25	25	25	25	

Created by: Siza, Irma (2020)

The following table includes numerical information related to the Post-test of the experimental group. The indicators, vocabulary range, accuracy,

fluency, interaction and coherence acquire the following scores: the majority excellent 2.0, continuing with good 1.5 and a minority adequate 1.0.

4.1.4.1. Vocabulary

Table 7. Vocabulary Range. Pre-test Post-test

Vocabulary Range							
Pre - test				Post - test			
Quantitative result	Quantitative results	Frequency	Percent	Quantitative result	Quantitative results	Frequency	Percent
1	Weak	4	16%	1	Weak	0	0
2	Adequate	21	84%	2	Adequate	3	12%
3	Good	0	0	3	Good	4	16%
4	Excellent	0	0	4	Excellent	18	72%
Total		25	100%			25	100%

Source: Results Pre - Test and Post-test

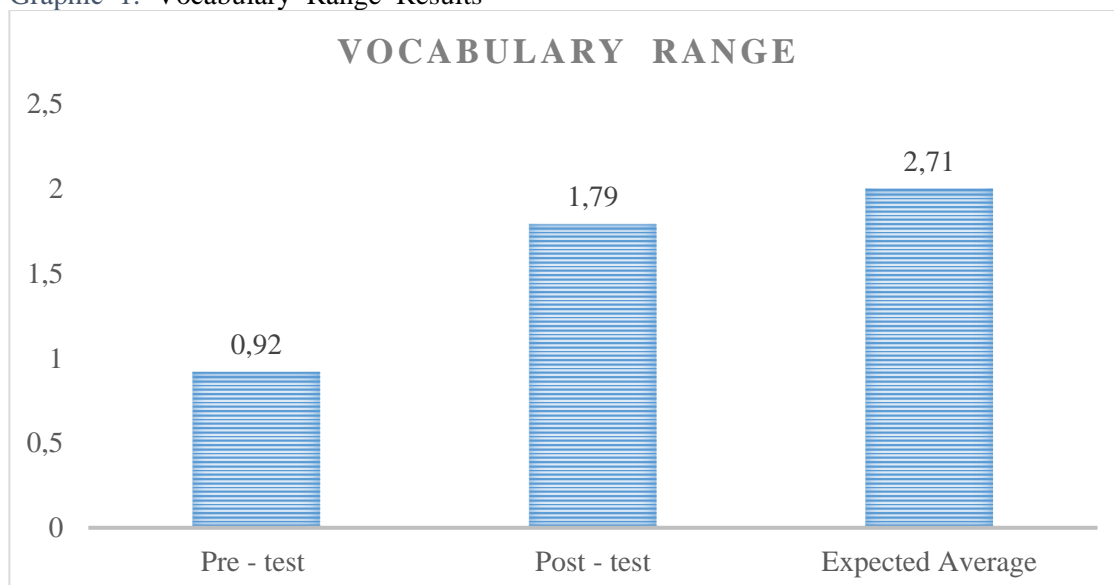
Created by: Siza, Irma (2020)

Table 8. Vocabulary Range. Pre-test Post-test

Vocabulary Range	
Pre - test Grup A	0,92
Post - test Grup B	1,79
Expected Average	2,71

Created by: Siza, Irma (2020)

Graphic 1. Vocabulary Range Results



Created by: Siza, Irma (2020)

Analysis and interpretation

In the results obtained in the vocabulary range of the pre - test, of a total of 25 students equivalent to 100%; 21 corresponding to 84% have not developed vocabulary. While in the post-test results, 18 student's equivalent to 72% got excellent, 4 linked to 16% got good and 3 equivalent to 12% got adequate.

In other words, in the pre-test applied to group A, it is obtained that there are difficulties in the range of vocabulary, extent, complexity, systematic precision and interrelations, so these elements demonstrate that when they don't receive an interesting input through updated authentic materials, they can negatively influence expression, communication and dialogue. However, in the post-test applied to group B, there is evidence of an improvement in the amplitude of the vocabulary, which includes the number of words that the student knows, which helps in learning the language at the different perceptual, lexical, syntactic and semantic levels.

4.1.4.2. Accuracy

Table 9. Accuracy Pre-test Post-test

Accuracy							
Pre - test				Post - test			
Quantitative result	Quantitative results	Frequency	Percent	Quantitative result	Quantitative results	Frequency	Percent
1	Weak	7	28%	1	Weak	0	0%
2	Adequate	18	72%	2	Adequate	8	32%
3	Good	0	0	3	Good	4	16%
4	Excellent	0	0	4	Excellent	13	52%
Total		25	100%			25	100%

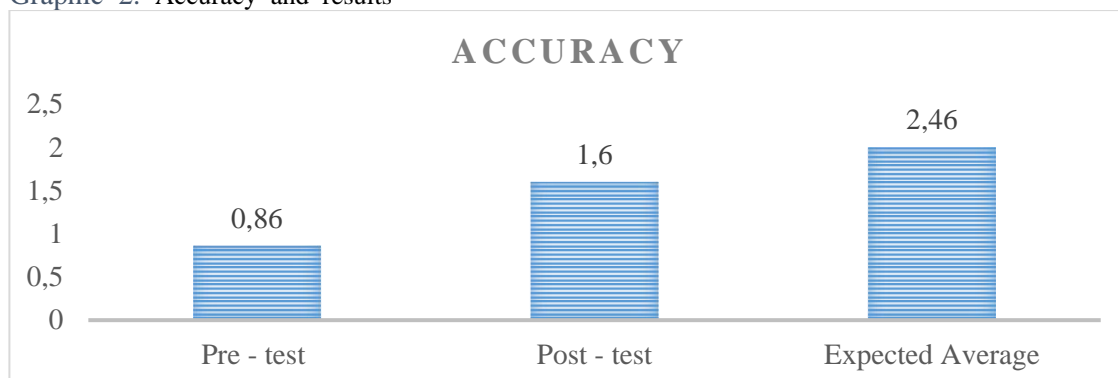
Source: Results Pre - Test and Post-test
Created by: Siza, Irma (2020)

Table 10. Accuracy Pre-test Post-test

Accuracy	
Pre - test Grup A	0,86
Post - test Grup B	1,60
Expected Average	2,46

Source: Results Pre - Test and Post-test
Created by: Siza, Irma (2020)

Graphic 2. Accuracy and results



Source: Results Pre - Test and Post-test
Created by: Siza, Irma (2020)

Analysis and interpretation

From a total of 25 students in the application of the pre - test 18 corresponding to 72% maintain an adequate level of accuracy; while 7 equivalent to 28% obtain the low level; However, in the post-test results, 13 maintain an excellent level of accuracy, 4 pertinent to 16% good and 8 pertinent to 32% adequate.

Regarding the pre-test, group A shows an average of 0.86; In this way, it shows that in the English language learning environment, teachers do not use videos, which hinders vocabulary, expressions, grammatical structures and language functions.

In the Post-test, after using the authentic material YouTube videos in the English language classes, with the students of group B, the average is 1.60; In other words, vocabulary accuracy, fluency in oral and written expressions increased from the first levels of knowledge of the language.

4.1.4.3. Fluency

Table 11. Fluency Pre-test Post-test

Fluency							
Pre – test				Post – test			
Quantitative result	Quantitative results	Frequency	Percent	Quantitative result	Quantitative results	Frequency	Percent
1	Weak	7	25%	1	Weak	0	0%
2	Adequate	18	72%	2	Adequate	12	48%
3	Good	0	0	3	Good	3	12%
4	Excellent	0	0	4	Excellent	10	40%
Total		25	100%			25	100%

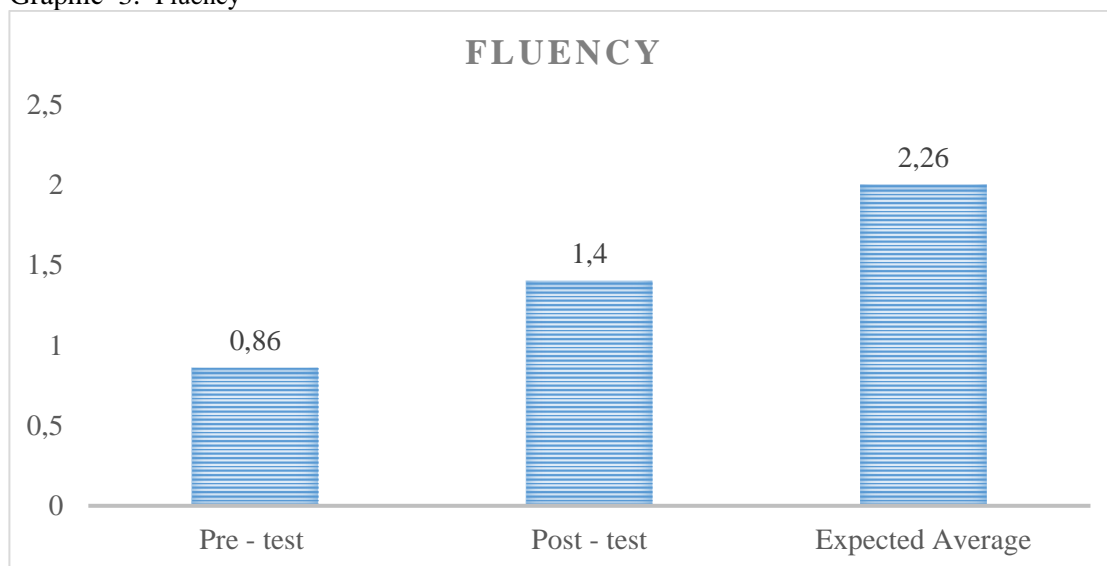
Source: Results Pre – Test and Post-test
Created by: Siza, Irma (2020)

Table 12. Fluency Pre-test Post-test

Fluency	
Pre – test Grup A	0,86
Post – test Grup B	1,40
Expected Average	2,26

Source: Results Pre – Test and Post-test
Created by: Siza, Irma (2020)

Graphic 3. Fluency



Source: Results Pre – Test and Post-test
Created by: Siza, Irma (2020)

Analysis and interpretation

From a totality of 25 students, equivalent to 100%; in the pre - test 7 related to 25% reached weak fluency; while 8 concerning to the 72% adequate; in reference to the post - test, the excellent standard reached 10 students relevant to 40%; while good 3 respective to 12%; and adequate 12 related to 48%.

In Pre - test group A, showed an average that covers 0.86, it is visualized that several students have difficulties in handling vocabulary in terms of fluency; The materials available to teachers are not related to communicative situations in everyday life, leaving out of the communicative context the use of authentic materials YouTube videos which promote the exposure of students to natural language, the practice and use of language in communicative situations.

In the Post - test group B the average achieved is equivalent to 1.40, therefore, it is highlighted that the teaching strategies and virtual environments promote significant learning, the authentic material YouTube videos have a significant and relevant mediation in the academic spaces for the training process where the role of the teacher acquires a new role that encourages the active participation of the students through communicative activities focused on the development of speaking autonomy, information processing, and academic performance.

4.1.4.4. Interaction

Table 13. Interaction. Pre-test Post-test

Interaction							
Pre - test				Post - test			
Quantitative result	Quantitative results	Frequency	Percent	Quantitative result	Quantitative results	Frequency	Percent
1	Weak	5	20%	1	Weak	0	0%
2	Adequate	20	80%	2	Adequate	16	64%
3	Good	0	0	3	Good	5	20%
4	Excellent	0	0	4	Excellent	16	64%
Total		25	100%			25	100%

Source: Results Pre – Test and Post-test

Created by: Siza, Irma (2020)

Interaction Pre-test Post-test

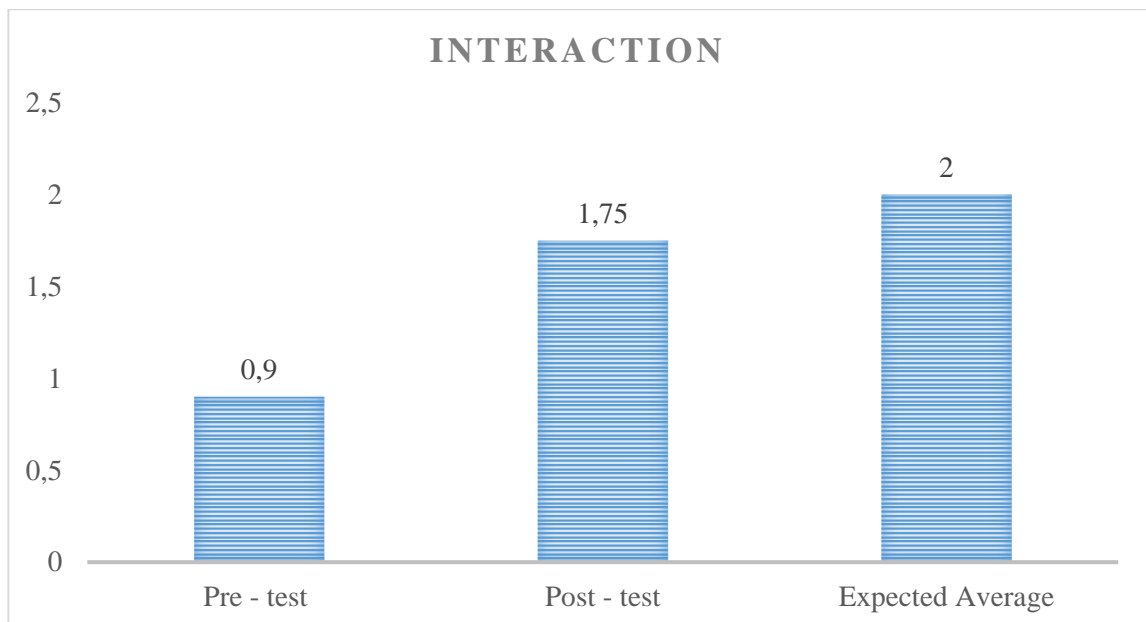
Table 14. Interaction

Interaction	
Pre – test Grup A	0,9
Post – test Grup B	1,75
Expected Average	2

Source: Results Pre – Test and Post-test

Created by: Siza, Irma (2020)

Graphic 4. Interaction



Source: Results Pre – Test and Post-test

Created by: Siza, Irma (2020)

Analysis and interpretation

The Pre-test includes a total of 25 students equivalent to 100%; In the interaction criterion, the following data is obtained: weak 5 similar to 20%, adequate 20 linked to 80%. In the Post - test, adequate 16 related to 64%, Good 5 related to 20%, Excellent 16 equal to 64%.

The information obtained in the pre - test, in the classroom showed the insufficient didactic use of video has affected the acquisition of communicative abilities, being important to incorporate updated authentic materials into the educational context. However, in the post-test, better results were obtained after using YouTube videos because of their motivating function, they contribute to the interaction with the teacher and classmates in the new environment through the use of updated authentic materials.

4.1.4.5. Coherence

Table 15. Coherence Pre-test Post-test

Coherence							
Pre - test				Post - test			
Quantitative result	Quantitative results	Frequency	Percent	Quantitative result	Quantitative results	Frequency	Percent
1	Weak	6	24%	1	Weak	0	0%
2	Adequate	19	76%	2	Adequate	10	40%
3	Good	0	0	3	Good	4	16%
4	Excellent	0	0	4	Excellent	11	44%
Total		25	100%			25	100%

Source: Results Pre – Test and Post-test
Created by: Siza, Irma (2020)

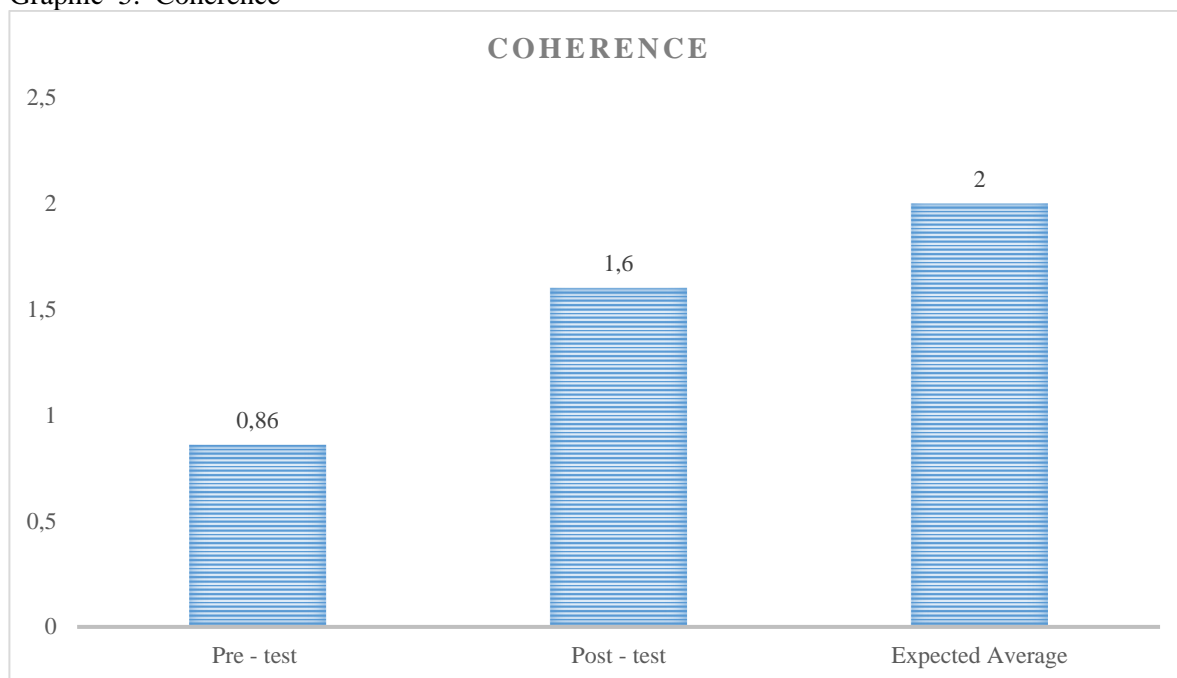
Coherence Pre-test Post-test

Table 16. Coherence Pre-test Post-test

Coherence	
Pre – test Grup A	0,86
Post – test Grup B	1,60
Expected Average	2

Source: Results Pre – Test and Post-test
Created by: Siza, Irma (2020)

Graphic 5. Coherence



Source: Results Pre – Test and Post-test
Created by: Siza, Irma (2020)

Analysis and interpretation

The Pre-test includes a total of 25 students equivalent to 100%; in the coherence criterion, the following data is obtained: weak 6 similar to 24%, adequate 19 linked to 76%. In the Post - test, adequate 10 related to 40%, Good 4 related to 16%, Excellent 11 equal to 44%.

According to the information obtained in the pre - test, the scarce use of updated authentic materials during pedagogical work affects coherence, vocabulary and fluency. Moreover, it is evident that traditional practices affect communication because in the post-test it is obtained that, the use of technological tools such as updated authentic material YouTube videos fosters the acquisition of vocabulary, coherence and fluency to communicate in EFL.

4.2. Verification of the Hypothesis

Considering that the study was carried out with a control group and an experimental group, each conformed by 25 cases, the SPSS Statistical Program was used in the verification of hypotheses, which facilitated the capture and

analysis of statistical data, also facilitated the application of the T-student test with the pre and post-test results.

According to Chung (2015) the T-student test is included in the verification of the hypothesis by taking as a reference the mean of a population or groups that are statistically different. Then the following results are obtained:

Table 17. Summary of case processing

Case processing summary

	Cases					
	Valid		Lost		Total	
	N	Percentage	N	Percentage	N	Percentage
Pretest * Posttest	25	100,0%	0	0,0%	25	100,0%

Source: Case processing summary
Created by: Siza, Irma (2020)

In the processing summary, 50 valid cases are included, which is equivalent to the 100%, from which 25 cases correspond to group A (pre-test) and 25 to group B (post-test); For this reason there are no excluded cases in the elimination by list based on all the variables of the procedure, working with the totality.

Table 18. Correlations of related samples

Correlations of related samples

	N	Correlación	Sig.
Par 1 Pretest and Posttest	25	,343	,093

Source: Correlations of related samples
Created by: Siza, Irma (2020)

In the results obtained through the SPSS Statistical program, it is seen that there is a 0.343 correlation between the Pretest and Post-test, while the significance is 0.09.

4.2.1. Test related samples Pre-test and Post-test

Table 19. Test related samples Pre-test and Post-test

Test related samples								
	Related differences					t	gl	Sig. (bilateral)
	Avera ge	Desviation típ.	AverageEr ror típ.	95% Confidence Interval for the difference				
				Lower	Higher			
Par 1 Pretest - Postest	- 3,7400 0	,61441	0,012288	-3,99362	-3,48638	- 30,436	24	,000

Source: Correlations of Related Samples

In reference to the values obtained in the correlations of related samples after the statistical calculation through the application of the SPSS Program, it is observed that the post-test values are higher than the scores in the pre-test.

In the T test, the statistical value of the significance has a positive difference, with a significance of 0.05; that means, the two groups are connected, with a confidence level of 0.95; a significance 0.000. It means, the correlation is significant at the 0.001 level.

Table 20. Hypothesis Test Summary

Hypothesis test summary

	Null hypothesis	Test	Significance	Decision
1	The average of the differences between the Pretest and the Post-test is equal to 0.	Wilcoxon test of the signed ranks of related samples.	,000	Reject related sample

Asymptotic significances are shown. The significance level is .05

Source: Correlations of Related Samples

Created by: Siza, Irma (2020)

Regarding that the averages are equal, the standard average error is 0.012288, while the bilateral significance takes a value of 0.000; it is distinguished that they are less than a significance 0.05.

Therefore, the rejection of the null hypothesis is established as a conclusion: The use of updated authentic material YouTube videos does not improve the ability to speak among tenth grade students of the Luis A. Martinez Technological Agricultural High School.

As a consequence, the alternative hypothesis is assumed: The use of updated authentic material YouTube videos improves the ability to speak among tenth grade students of the Luis A. Martinez Technological Agricultural High School.

CHAPTER V

CONCLUSIONS, RECOMMENDATIONS

5.1. Conclusions

Summing up this research, which has the objective of improving Speaking skills in EFL using Updated Authentic Materials, the following conclusions have been reached:

- This study identified that the use of updated authentic YouTube videos constitutes a potential tool to revolutionize learning in the English area, by helping students to improve language skills emphasizing listening comprehension and oral production.
- The present study established that learners acquired a good range of vocabulary and grammar patterns influenced by YouTube Videos which have the feature to expose authentic language in real settings through speakers of different cultures around the world.
- In addition, this project determined some advantages with the use of YouTube videos such as the motivation that students feel when they listen to the speakers in the videos. And then they start little by little to talk about the watched topics.
- Therefore, this investigation justified that the use of updated authentic materials such as YouTube videos improved pronunciation, stress and intonation in EFL learners, because each time students watched a video, they subtly improved their way of pronouncing words with appropriate stress and correct intonation. Thus, it constitutes an important strategy and an authentic resource to improve speaking skills in EFL students.

5.2. Recommendations

This study widely recommends the use of updated authentic materials to teach speaking in EFL classrooms for the following reasons:

- It is necessary to use updated authentic YouTube videos because they are an online audiovisual web page that contains a variety of content that improves English language structure, from this perspective they contribute to the teaching and learning processes, promoting in students an active participation and critical thinking.
- The use of authentic YouTube videos as audiovisual and educational resources facilitate the communication of specific messages which students can understand easily. So, the videos can be mediators in the teaching and learning process.
- The application of updated authentic YouTube videos offered by the multimedia video web page integrates image, sound, text, graphics, effects, and more elements give them a meaningful context that allow students to interact.
- The videos challenge students to use the language to express their point of view in every situation that is presented them as class topics. In this way, updated authentic YouTube videos improve pronunciation, stress, intonation and fluency since learners are exposed to real language situations in different settings where English is spoken.

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5.4 Annexes

CARTA DE COMPROMISO

Ambato, 15 de mayo del 2020

Doctor
Víctor Hernández del Salto
PRESIDENTE DE LA UNIDAD DE TITULACIÓN DE POSGRADO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
UNIVERSIDAD TÉCNICA DE AMBATO
Presente.-

Yo, Dra. Myrian Solis Mg, en mi calidad de Rectora de la Unidad Educativa Agropecuaria "Luis A. Martínez", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "UPDATED AUTHENTIC MATERIALS TO IMPROVE THE SPEAKING SKILLS IN EFL" propuesto por la docente del Área de Inglés Lic. Irma Susana Siza Ramos, portadora de la Cédula de Ciudadanía, de la Maestría en Pedagogía en los Idiomas Nacionales y Extranjeros Mención Inglés Cohorte 2019, de la Facultad de Ciencias Humanas y de La Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



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UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

POSGRADO
MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "SPEAKING RUBRIC" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO

UPDATED AUTHENTIC MATERIALS TO IMPROVE SPEAKING IN EFL.

AUTOR/A: Lic. Irma Siza

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE 2R- REGULAR 3B- BUENO 4O- ÓPTIMO

PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1				✓				✓				✓				✓
a. Why did Rosy like to go to the river?																
Pregunta 2				✓				✓				✓				✓
b. What did she see as she was walking?																
Pregunta 3				✓				✓				✓				✓
c. Why did Rosy scream when the girl turn?																
Pregunta 4				✓				✓				✓				✓
d. Did Rosy learn the lesson?																



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Pregunta 5				✓				✓				✓				✓
e. Explain why you liked or didn't like the story.																
Pregunta 6				✓				✓				✓				✓
f. Have you heard a similar story in your childhood?																
Pregunta 7				✓				✓				✓				✓
g. What were you thinking about as you were reading the passage?																
Pregunta 8				✓				✓				✓				✓
h. What lesson did you learn from this story?																

Observaciones: There are Eight questions validated.

Realizada por:
Lic. Irma Siza
C3.1802681013

Validado por:
Dr. Florentina Rizza
C3.0907824080



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 FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
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 Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "SPEAKING RUBRIC" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO

UPDATED AUTHENTIC MATERIALS TO IMPROVE SPEAKING IN EFL.

AUTOR/A: Lic. Irma Siza

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE 2R- REGULAR 3B- BUENO 4O- ÓPTIMO

PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1 a. Why did Rosy like to go to the river?				✓				✓				✓				✓
Pregunta 2 b. What did she see as she was walking?				✓				✓				✓				✓
Pregunta 3 c. Why did Rosy scream when the girl turn?				✓				✓				✓				✓



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Pregunta 4 d. Did Rosy learn the lesson?				✓				✓				✓				✓
Pregunta 5 e. Explain why you liked or didn't like the story.				✓				✓				✓				✓
Pregunta 6 f. Have you heard a similar story in your childhood?				✓				✓				✓				✓
Pregunta 7 g. What were you thinking about as you were reading the passage?				✓				✓				✓				✓
Pregunta 8 h. What lesson did you learn from this story?				✓				✓				✓				✓

Observaciones: La Rúbrica cumple con condiciones de Validez, Confiabilidad y Practicidad.

Realizado por:
 Lic. Irma Siza

C.I. 1802681013

Validado por:
 Dr. Narciso Fuentes PhD.
 CE 1002091161



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 POSGRADO
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 Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "SPEAKING RUBRIC" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO

UPDATED AUTHENTIC MATERIALS TO IMPROVE SPEAKING IN EFL.

AUTOR/A: Lic. Irma Siza

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE 2R- REGULAR 3B- BUENO 4O- ÓPTIMO

PARÁMETROS PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1				✓				✓				✓				✓
a. Why did Rosy like to go to the river?				✓				✓				✓				✓
Pregunta 2				✓				✓				✓				✓
b. What did she see as she was walking?				✓				✓				✓				✓
Pregunta 3				✓				✓				✓				✓
c. Why did Rosy scream when the girl turn?				✓				✓				✓				✓
Pregunta 4				✓				✓				✓				✓
d. Did Rosy learn the lesson?				✓				✓				✓				✓




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 Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

Pregunta 5				✓				✓				✓				✓
e. Explain why you liked or didn't like the story.				✓				✓				✓				✓
Pregunta 6				✓				✓				✓				✓
f. Have you heard a similar story in your childhood?				✓				✓				✓				✓
Pregunta 7				✓				✓				✓				✓
g. What were you thinking about as you were reading the passage?				✓				✓				✓				✓
Pregunta 8				✓				✓				✓				✓
h. What lesson did you learn from this story?				✓				✓				✓				✓

Realizado por:
 Lic. Irma Siza
 C.I. 1802681013

Validado por:
 Mg. Xavier Sulca
 C.I. 1802447548

5.4.1. Evaluation Instrument

		TECHNICAL AGRONOMIC “LUIS A MARTINEZ” HIGH SCHOOL		SCORE:
EVALUATION INSTRUMENT <i>PLANNING, MONITORING AND ACADEMIC EVALUATION</i>				
LEVEL: Superior EGB	AREA: FOREIGN LANGUAGE	SUBJECT: ENGLISH	SCHOOL YEAR 2020-2021	
COURSE: 10th EGB	QUIMESTER: I	PARTIAL: 2nd	DATE:	
TEACHER: Lic. Irma Siza	DIDACTIC UNIT: 2	CLASS: 10 th A, B		
STUDENT’S NAME:				
INSTRUCTIONS: For grading the speaking skill, the following rubric should be used. The sum of the corresponding scores, including all aspects, should yield the final score.				
ESSENTIAL EVALUATION INDICATORS:			SKILL AND PERFORMANCE CRITERIA	
EFL 4.1.6. Seek and provide information and assistance, orally or in writing and in online or face-to-face interactions, for personal, social and academic purposes.			I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3)	

OBJECTIVE: To demonstrate that updated authentic materials improve the speaking skill in EFL through the project:

Can you tell me one story?

Test Training A2.1 (Unit 2) - Rubric Qualitative Aspects of Spoken Language: Interaction (10 points)				
GRADING SCALE	Weak 0.5	Adequate 1.0	Good 1.5	Excellent 2.0

Vocabulary Range	Has a very basic repertoire of words and expressions to describe a memorable event.	Has a basic repertoire of words and expressions to describe a memorable event.	Has a good repertoire of words and expressions to describe a memorable event.	Has an outstanding repertoire of words and expressions to describe a memorable event.
Accuracy	Does not manage the Simple Past tense, the Past Progressive tense, words and expressions needed to describe a memorable event.	Hardly uses the Simple Past tense, the Past Progressive tense, words and expressions needed to describe a memorable event. Confuses expressions systematically, which may cause communication failure.	Correctly uses the Simple Past tense, the Past Progressive tense, words and expressions to describe a memorable event. Sometimes confuses the use of verb tenses and expressions, but this does not greatly affect communication.	Uses in an appropriate way the Simple Past Tense, the Past Progressive tense, words and expressions to describe a memorable event.
Fluency	Manages very short, isolated sentences with mainly prepackaged utterances. Too much pausing to search for expressions and speech is slow and hesitant	Can make himself / herself understood in very short utterances, even though pauses, false starts and reformulation are very evident. Speech is still slow and hesitant.	Has enough language to keep going comprehensively, even though pauses for grammatical and lexical planning. Repair is evident, especially in longer stretches of production.	Has an outstanding language command to keep going comprehensively, even though some pausing for grammatical and lexical planning may occur.
Interacción	Has great difficulty responding to simple statements. Finds it hard to initiate and hold a face-to-face conversation when talking about a memorable event. Requires repetition of the message delivered by the other speaker because he / she is unable to understand.	Can, with a lot of effort, respond to simple statements and initiate and hold a face-to-face conversation. Very rarely understands enough to keep the conversation going. Repetition on part of the other speaker is required to maintain the conversation.	Can, with some hesitation, respond to simple statements and hold a face-to-face conversation about a memorable event. Responses are adequate in the ongoing conversation most of the time.	Can successfully respond to simple statements and hold a face-to-face conversation about a memorable event. Is able to provide extra details spontaneously in the ongoing conversation.

Coherence	Finds it very difficult to organize his / her ideas, especially when asking questions in the Simple Past tense and Past Progressive tense or when following the conversation. Total or notable omission of task input and meaning is not conveyed.	Connects ideas inappropriately, especially when asking questions in the Simple Past tense and the Past Progressive tense or when trying to follow the conversation. Task input is inadequately covered or omitted. Meaning usually gets lost.	Can organize, with some sufficiency, his / her ideas when asking questions in the Simple Past tense and the Past Progressive tense or following the conversation. The message is clear although there are some hesitant sentences. Task input is used.	Is able to organize his / her ideas successfully, especially when asking questions in the Simple Past tense and the Past Progressive tense or following the conversation. The message is clear and concrete.
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Adapted from MINEDUC Teacher's book A2.1 (2016) Rubric Qualitative Aspects of Spoken Language: Interaction through Audio Devices.

Elaborado por: Lic. Irma Siza Docente	Revisado por: Lic. Irma Siza Coor. de Área	Aprobado por: Dr. David Proaño Vicerrector Vespertino
Firma:	Firma:	Firma:
Aprobado por: Dr. Florentino Rizzo DOCENTE UTA	Aprobado por: Dra. Narcisa Fuertes DOCENTE UTA	Aprobado por: Mg. Xavier Sulca DOCENTE UTA

PRE-TEST PROJECT




UNIDAD EDUCATIVA “LUIS: A MARTINEZ”



District:	18D02				
Sublevel:	Basic Superior	Course/Grade	Tenth “A” and “B”		
Teacher:	LIC.IRMA SIZA TUTORS:				
Project N ^a	10				
Subject:	ENGLISH				
Value	Emphaty				
Motivational Phrase:	“Just look on the bright side...”				
Learning Objective:	To demonstrate that updated authentic materials improve the speaking skill in EFL through the project: Can you tell me one story?				
DATE	SUBJECT	TOPIC	ACTIVITIES	EVALUATION	RESOURCES / MATERIALS
6/11/2020	ENGLISH	Stories from the past.	<ol style="list-style-type: none"> Do you remember some stories you heard as a child? Can you tell one? Read the following blog post about a teen who tells us an interesting story. Observe the use of simple past (-ed) and past continuous (was/were +ing). <p style="text-align: center;">Rosy’s Story</p> <p>Hi! I am Rosy. I lived in the country as a child. It was an excellent time of my life. I remember one day, I was going to the river because it was my favorite place to swim. As I was walking, I saw a little girl. She was very beautiful with her long black hair. She was crying. I immediately ran up to her, and as I was getting closer, she stood up and ran away. I ran faster to catch up with</p>	<ul style="list-style-type: none"> Can you answer the questions below the story? Use your smartphone. Send an audio to your teacher by WhatsApp following these instructions: <ol style="list-style-type: none"> Read the questions from the story carefully, as many times as you are sure to respond. After that, record the questions and answers using your smartphone and send 	<p>https://recursos2.educacion.gob.ec/</p> <ul style="list-style-type: none"> Resources 2 Notebook Pencil Internet WhatsApp Smartphone



			<p>her. When I finally got close to her, she turned, and I could see her face was full of scars. I screamed like crazy and returned to my house. I told the story to my mom and she told me that happened to girls like me who didn't listen to their mothers. My mom always told me not to go to the river alone, but I never paid attention. It was my favorite place and I had lots of fun there. However, I learned the lesson. So, kids always listen to your mother!! I really don't know how, but they always know what is best for us.</p> <p>3. Now, answer the questions from the story <u>about Rosy</u> and your experience during the reading.</p> <ol style="list-style-type: none"> Why did Rosy like to go to the river? What did she see as she was walking? Why did Rosy scream when the girl turn? Did Rosy learn the lesson? Explain why you liked or didn't like the story. Have you heard a similar story in your childhood? What were you thinking about as you were reading the passage? What lesson did you learn from this story? 	<p>the audio via WhatsApp to your teacher.</p>	
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TREATMENT PROJECT

 UNIDAD EDUCATIVA “LUIS: A MARTINEZ”  					
District:		18D02			
Sublevel:		Basic Superior		Course/Grade	Tenth “A” and “B”
Teacher:		LIC.IRMA SIZA TUTORS:			
Project N ^a		13			
Subject:		ENGLISH			
Value		Emphaty			
Motivational Phrase:		“Just look on the bright side...”			
Learning Objective:		To demonstrate that updated authentic materials improve the speaking skill in EFL through the project: Can you tell me one story?			
DATE	SUBJECT	TOPIC	ACTIVITIES	EVALUATION	RESOURCES / MATERIALS
27/11/2020	INGLÉS	Stories from the past.	<p>1 Do you remember some stories you heard as a child? Can you tell one?</p> <p>2 Read the following blog post about an interesting story. Observe the use of simple past (-ed) and past continuous (was/were +ing).</p> <p style="text-align: center;">The River and the Mountain</p> <p>One day, the river thought to herself, “Do I have to keep flowing all my life? Can’t I stop and rest for a little while?” So she called out to the mountain. “Hey, look at me, I have been standing in the same place for ages!” “You are firm and fixed in one place, how could you ever get tired? Look at me, I have to be on the move all the time. I don’t get to rest for even a single minute!” The mountain smiled. “That is how you see it, but I get tired of standing here,” he replied. “Every day I see the same trees and the same patch of sky. Sometimes I wish. If only I could run around like the river. I would visit new forests and villages. I would water their fields, give life and be so deeply loved by all”. The river interrupted, “That’s strange!</p>	<p>Watch the Video: https://www.youtube.com/watch?v=WxIVC1rIxNg</p> <ul style="list-style-type: none"> • Can you answer the questions below the story? • Use your smartphone. Send an audio to your teacher by WhatsApp following these instructions: <ol style="list-style-type: none"> 1. Read the questions from the story carefully, as many times as you are sure to respond. 2. After that, record the questions and answers using your smartphone and send the 	<p>https://recursos2.educacion.gob.ec/</p> <ul style="list-style-type: none"> • Resources 2 • Notebook • Pencil • Internet • WhatsApp • Smartphone • Video <p>https://www.youtube.com/watch?v=WxIVC1rIxNg</p>





		<p>Your life is so comfortable and peaceful, yet you feel this way.” “You don’t get it, my sister. You are worshiped by everyone, the mountain replied lovingly. "You flow for the sake of others. And that’s not all! After giving away so much, you offer whatever remains, to the sea.” On hearing this, the river bowed down to the mountain and said with great enthusiasm, “You are absolutely right, my brother. The true purpose of my life is to give life to others. Thank you for your kind wisdom!” she said. Then, while the mountain smiled at her newfound positive energy, she gushed away with a loud gurgle feeling very happy.</p> <ul style="list-style-type: none">• Now, answer the questions from the story about “The River and the Mountain” and your experience during the reading.<ol style="list-style-type: none">a) Who were the main characters of this story?b) What did the river thought?c) What did the mountain reply to the river?d) What lesson did the river learn?e) Did you like the story? Why?f) Have you heard a similar story in your childhood?g) What were you thinking about as you were reading the passage?h) What lesson did you learn from this story?	audio via WhatsApp to your teacher.	
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TREATMENT PROJECT

		UNIDAD EDUCATIVA “LUIS: A MARTINEZ”			
District:	18D02				
Sublevel:	Basic Superior	Course/Grade	Tenth “A” and “B”		
Teacher:	LIC.IRMA SIZA	TUTORS:			
Project N ^a	15				
Subject:	ENGLISH				
Value	Emphaty				
Motivational Phrase:	“Just look on the bright side...”				
Learning Objective:	To demonstrate that updated authentic materials improve the speaking skill in EFL through the project: Can you tell me one story?				
DATE	SUBJECT	TOPIC	ACTIVITIES	EVALUATION	RESOURCES / MATERIALS
11/11/2020	INGLÉS	Stories from the past.	<p style="text-align: center;">A Glass of Milk</p> <p>Once, there was a poor boy who made a living by selling various objects from door to door. This was the way he earned money to pay for his school. One day, as he was walking from house to house as usual, he felt very hungry and weak. He felt that he couldn’t walk even a few steps. He decided to ask for food at a house. He knocked on the door and was stunned to see a beautiful young girl open the door. With much hesitation, he asked the girl for a glass of water. The young girl understood his condition and offered him a huge glass of milk. With an astonished look, the boy drank the milk very slowly.</p>	<p>Watch the video: https://www.youtube.com/watch?v=p2WwyMhC25c</p> <ul style="list-style-type: none"> Use your smartphone. Send an audio to your teacher by WhatsApp to tell what values did you learn in this story. 	<p>https://recursos2.educacion.gob.ec/</p> <ul style="list-style-type: none"> Resources 2 Notebook Pencil Internet WhatsApp Smartphone Video <p>https://www.youtube.com/watch?v=p2WwyMhC25c</p>

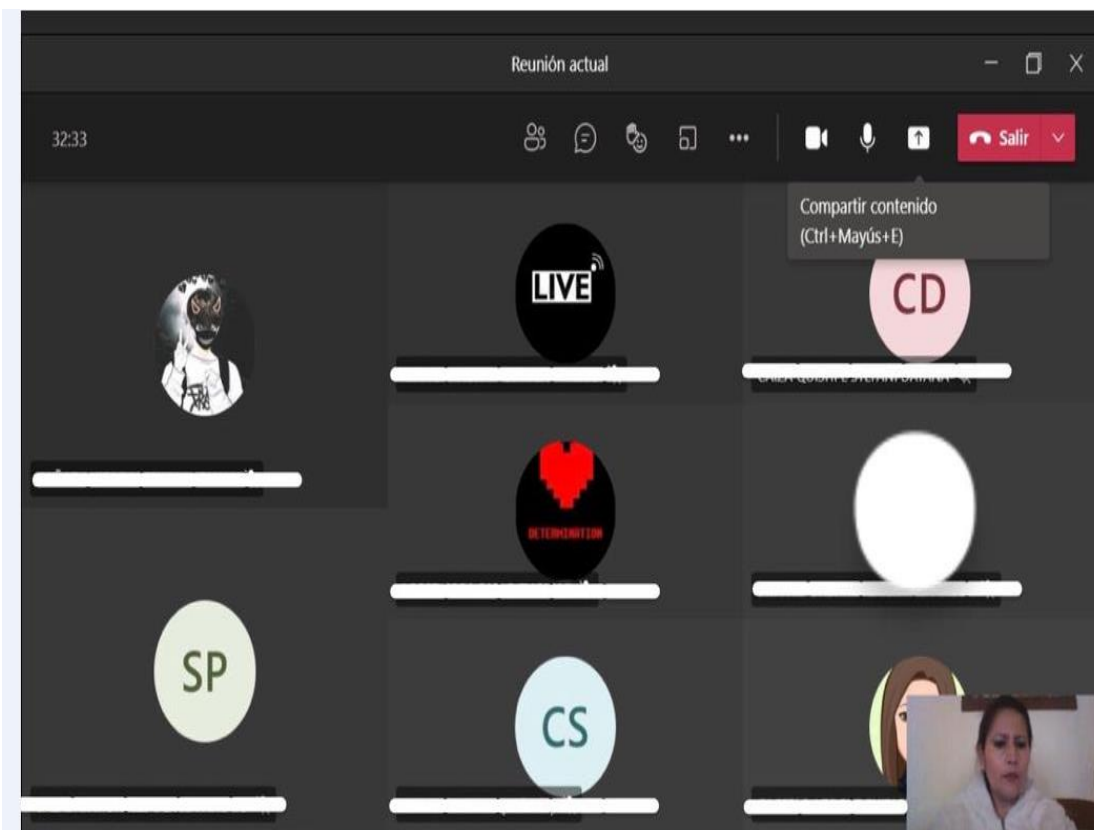
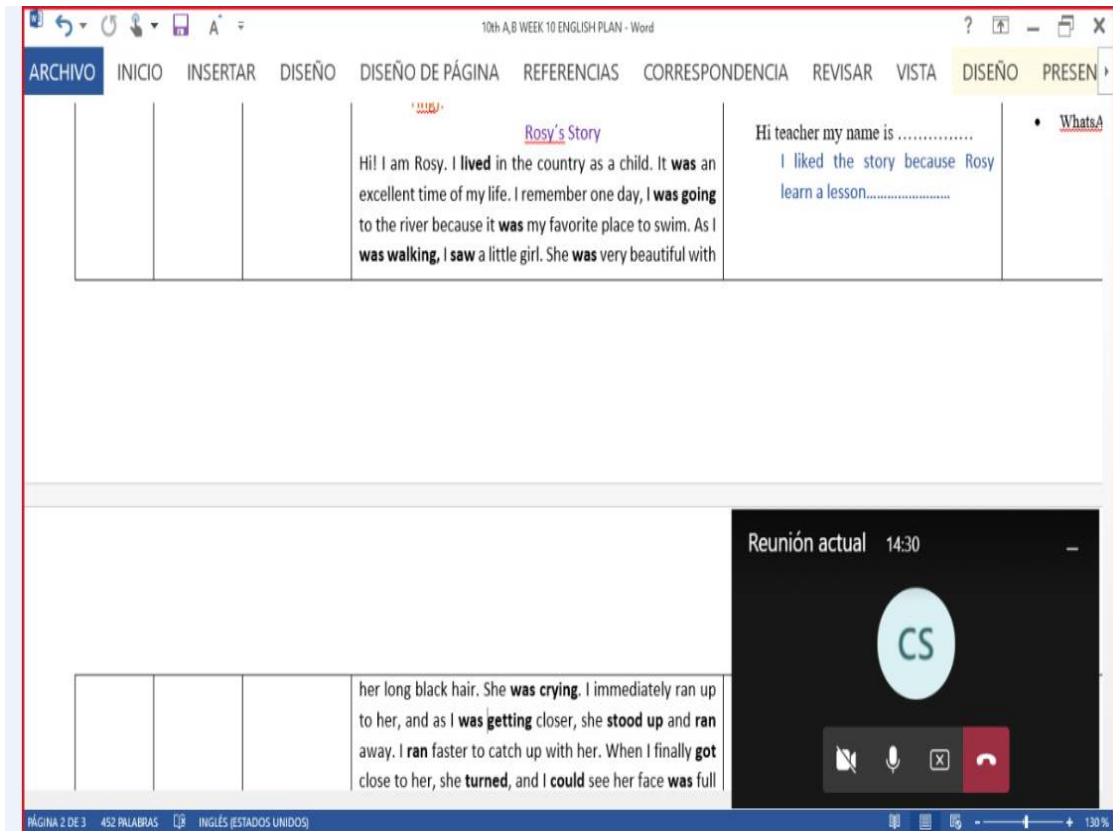
			<p>“How much do I owe you for this milk?” he asked her. The girl replied, “I do not want any money for this.” The boy thanked the girl from the bottom of his heart and left the place. Years passed by. The young girl grew up. In her youth, unfortunately, she fell ill and was diagnosed with the rarest kind of nervous disorder. Many experienced doctors were baffled at her condition, and she was admitted in the city hospital with the most advanced facilities.</p> <p>Dr. Kevin, a renowned neuro specialist was called in by the hospital to examine her. Even with his extraordinary expertise, Dr. Kevin found the girl’s illness very hard to cure. However, with perseverance and hard work that lasted months, he was finally able to get the disease under control. With careful medication and monitoring, the girl was completely cured in the end. Everyone praised the doctor, but the girl was quite worried about how much the hospital bill would come to. Her family had just a little money kept away in the bank, which was by no means enough to pay for such a long treatment in that reputed hospital. The girl was given the hospital bill finally. With trembling hands, she opened it. She was stunned to see that the bill had been crossed out and cancelled, and there was a note underneath signed by Dr. Kevin.</p> <p>“Bill paid years ago with a glass of milk!”</p>		
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POST-TEST PROJECT

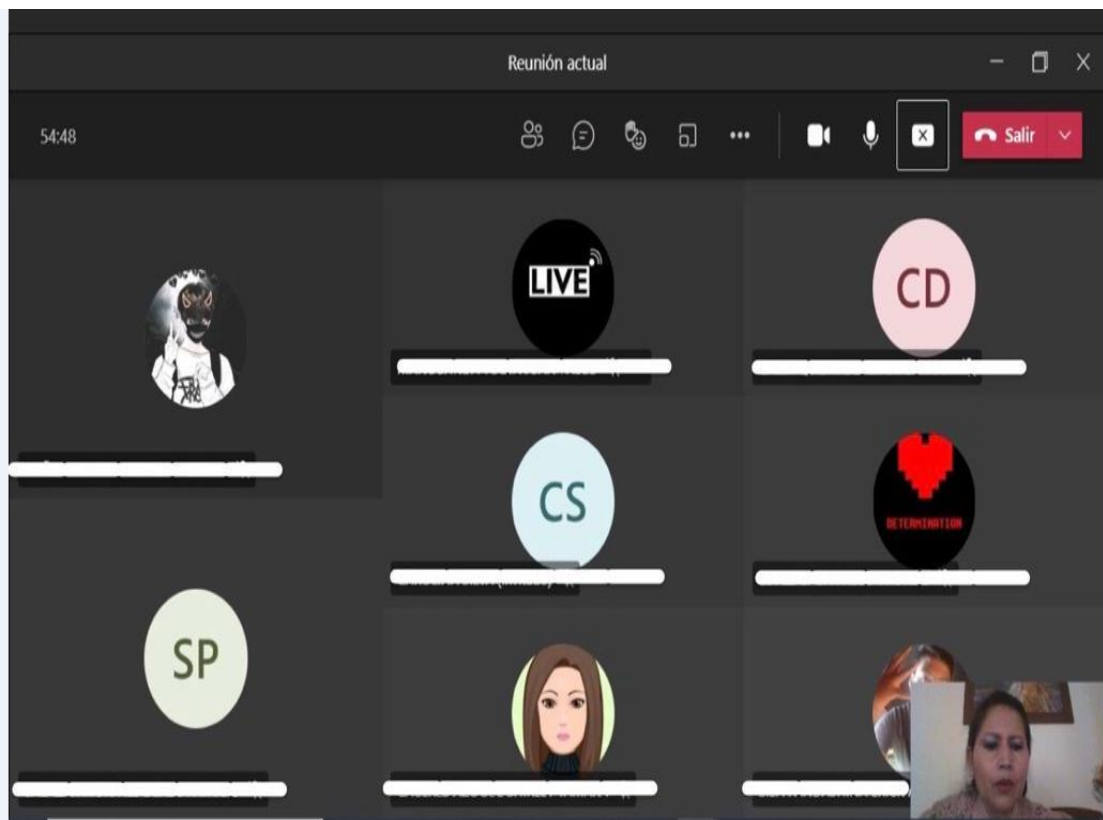
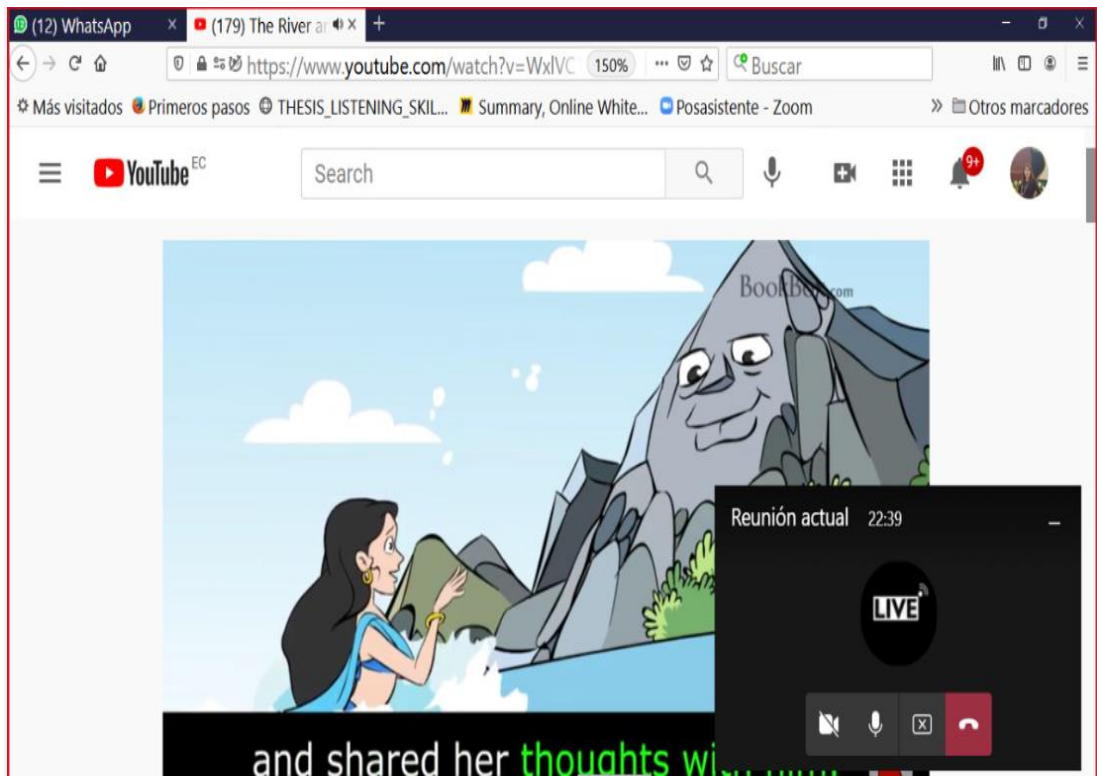
 UNIDAD EDUCATIVA “LUIS: A MARTINEZ”						 MINISTERIO DE EDUCACIÓN <i>Toda una Vida</i>		 EL GOBIERNO DE TODOS	
District:		18D02							
Sublevel:		Basic Superior			Course/Grade	Tenth “A” and “B”			
Teacher:		LIC.IRMA SIZA			TUTORS:				
Project N ^a		16							
Subject:		ENGLISH							
Value		Emphaty							
Motivational Phrase:		“Just look on the bright side...”							
Learning Objective:		To demonstrate that updated authentic materials improve the speaking skill in EFL through the project: Can you tell me one story?							
DATE	SUBJECT	TOPIC	ACTIVITIES			EVALUATION		RESOURCES / MATERIALS	
18/12/2020	INGLÉS	Healthy Food	<p style="text-align: center;">Healthy Food</p> 			<ol style="list-style-type: none"> 1. Watch the video about Healthy Food. https://www.youtube.com/watch?v=ZHWZ3BLMKQA 2. Use your smartphone. Send an audio to your teacher by WhatsApp to tell what healthy food do you like to eat. 		https://recursos2.educacion.gob.ec/ <ul style="list-style-type: none"> • Resources 2 • Notebook • Pencil • Internet • WhatsApp • Smartphone • Video https://www.youtube.com/watch?v=ZHWZ3BLMKQA	

		<p>Healthy eating involves taking control of how much and what types of food you eat, as well as the beverages you drink. Try to replace foods high in sugar, salt, and unhealthy <u>fats</u> with fruits, vegetables, whole grains, low-fat protein foods, and fat-free or low-fat dairy foods.</p> <p>Fruits and Vegetables Make half of your plate <u>fruits</u> and <u>vegetables</u>. Dark green, red, and orange vegetables have high levels of the nutrients you need, like vitamin C, calcium, and fiber. Adding tomato and spinach—or any other available greens that you like—to your sandwich is an easy way to get more veggies in your meal.</p> <p>Grains Choose <u>whole grains</u> like whole-wheat bread, brown rice, oatmeal, and whole-grain cereal, instead of <u>refined-grain</u> cereals, white bread, and white rice.</p> <p>Protein Power up with low fat or lean meats like turkey or chicken, and other <u>protein-rich foods</u>, such as seafood, egg whites, beans, nuts, and tofu.</p> <p>Dairy Build <u>strong bones</u> with fat-free or low-fat milk products. If you can't digest lactose—the sugar in milk that can cause stomach pain or gas—choose lactose-free milk or soy milk with added calcium. Fat-free or low-fat yogurt is also a good source of dairy food.</p>		
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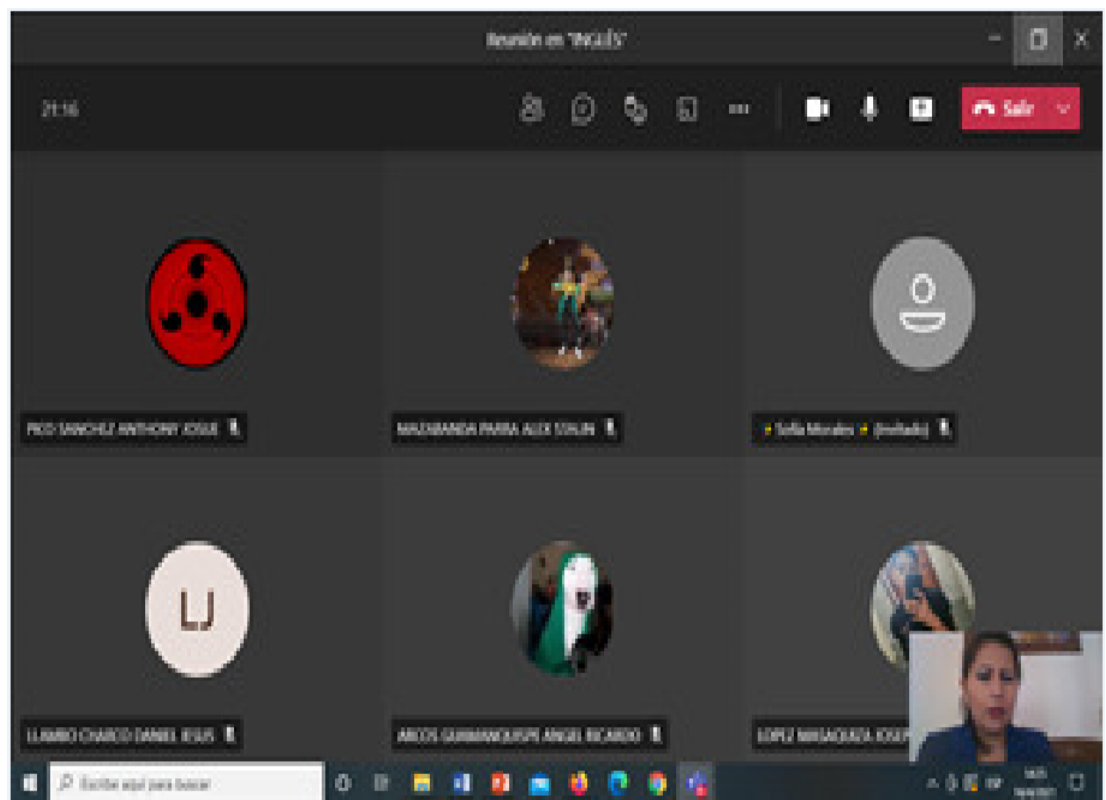
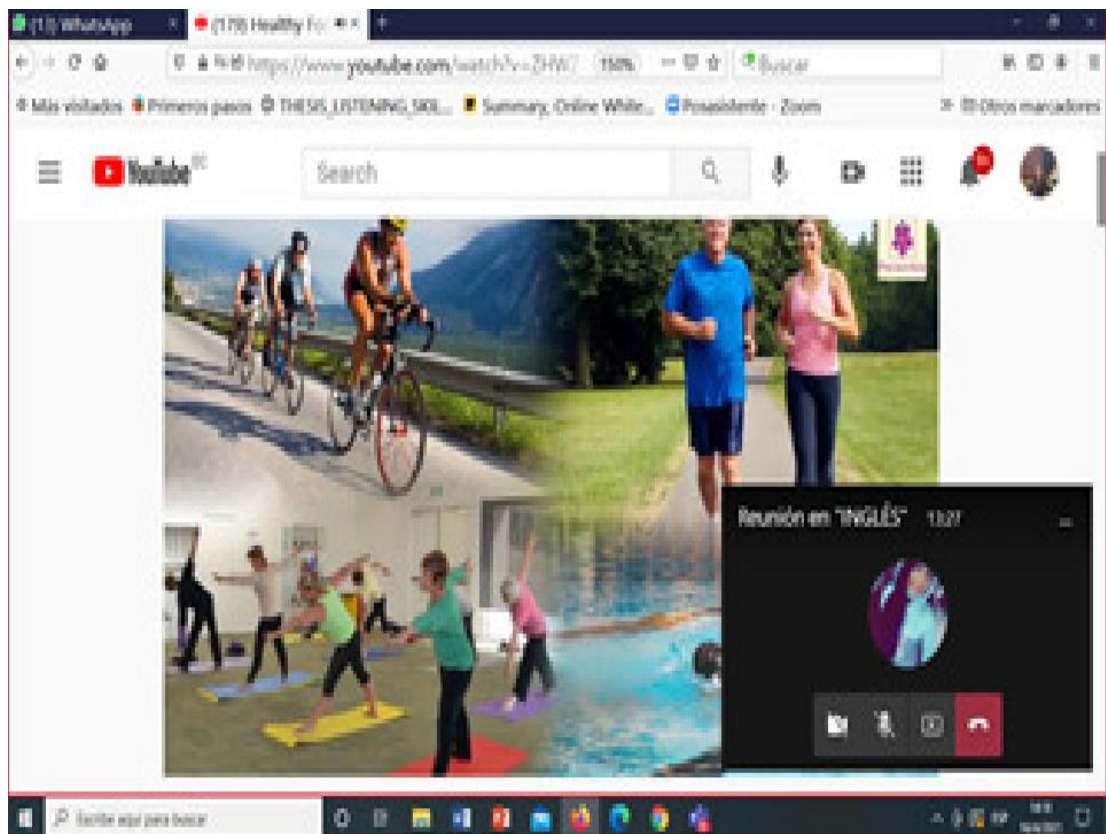
- **PRE-TEST EVIDENCE**



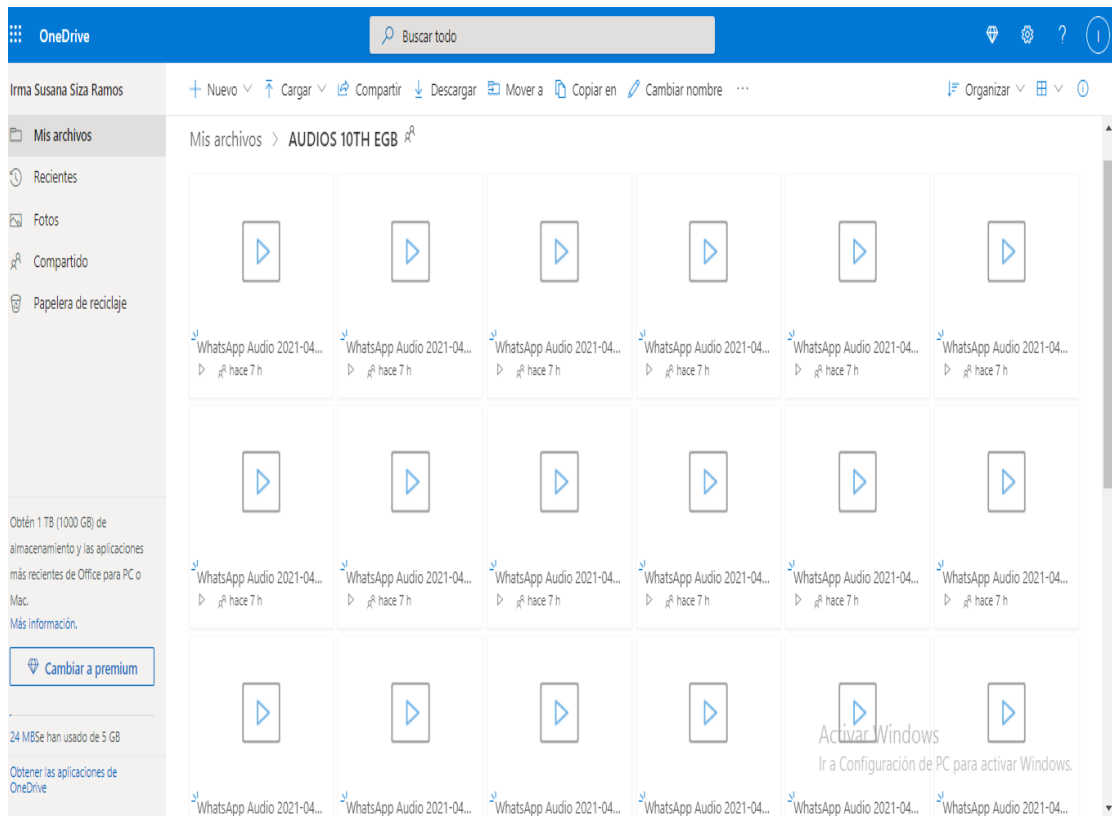
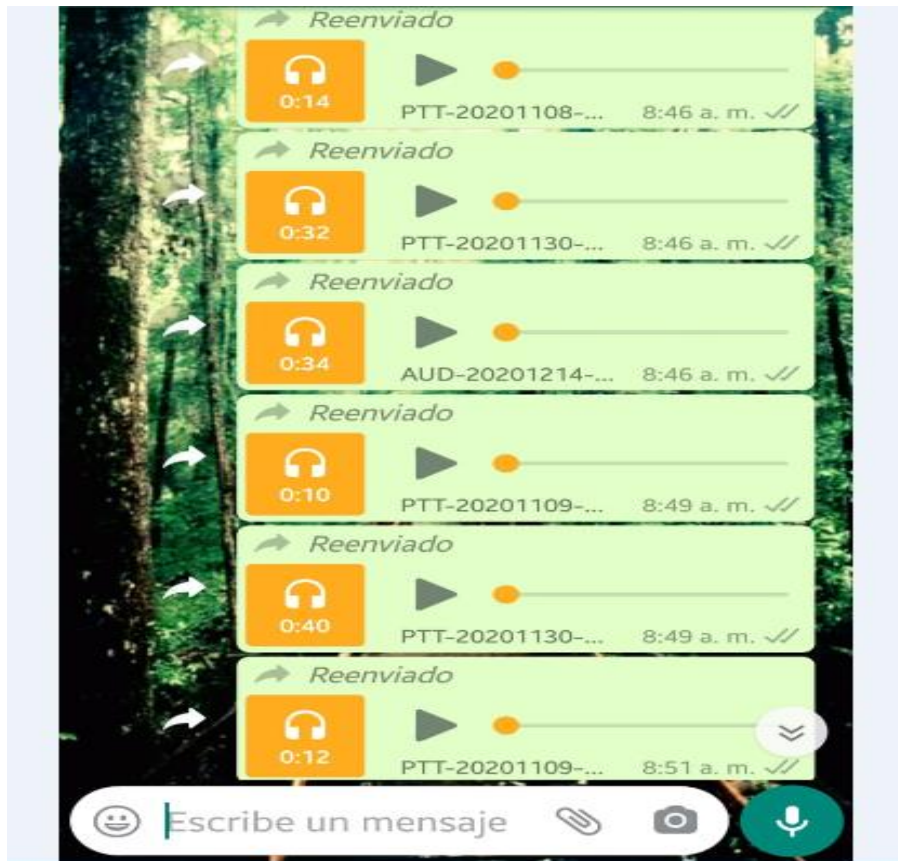
- **TREATMENT EVIDENCE**



- **POST-TEST EVIDENCE**



- **AUDIO EVIDENCES**



5.4.2. Proposal to solve the problem

This section presents the proposal, obtained from the results of the research carried out with tenth grade students of Basic General Education at Luis A. Martinez Technological Agricultural High School, which demonstrates that it is necessary the use of updated authentic materials in the classroom to improve speaking skills in EFL.

Background

This proposal begins with the application of three YouTube videos considered authentic materials, to a group of 25 tenth grade students of Basic General Education at Luis A. Martinez Technological Agricultural High School for three weeks; finding positive results after their implementation.

The results obtained showed that the implementation of Authentic YouTube videos benefited the ability to speak in the students who attended the foreign language classes using these materials; while the students who attended normal classes continued with a low level of speaking ability.

It is significant to indicate that at the beginning of the study the students from parallel A (control group) and parallel B (experimental group) were evaluated by means of a pre-test. The pre-test showed that the two groups had acquired a similar level of knowledge, in addition, based on the results obtained, it was evidenced that the tenth-grade students did not have the habit of working with authentic materials.

After the pre- test the teacher analyzed the curriculum requirements in order to implement updated authentic YouTube videos according to the level and interests of students. They were presented to group B to provide comprehensible input and better understanding about the curricula content to these EFL students. While group A had regular teaching using the text content explained in the traditional way. Then both groups were evaluated using a post-test. The result was that group B improved the speaking ability because they acquired new vocabulary and used it with good fluency and accuracy.

Objectives

General Objective

- To apply selected updated authentic material YouTube Videos to improve the speaking skills in EFL learners.

Specific Objectives

- To increase student's interest to learn English language by using updated authentic materials.
- To provide English teachers with updated authentic materials to develop speaking skills in EFL.

Feasibility analysis

This proposal presents its viability in the following aspects:

- **Accessibility.** Regarding access, updated authentic materials are available on the (YouTube) web. Through the internet connection, it can be downloaded and watched at any time. Additionally, it is not necessary for teachers to have a budget to access it.
- **Contemporary.** The authorities of Luis A. Martinez Technological Agricultural High School approved this proposal because of authentic materials are permanently updated and they also contain real information.
- **Student-centered.** Videos are collected based on the preferences and interests of students.
- **Economic.** Teachers and students can find these resources for free on the web.

STRATEGY N°1
THE RIVER AND THE MOUNTAIN

Activity 1
Informative Panel

Objective:

Students will be able to tell a story.

Materials:

- An updated authentic YouTube video with an interesting storyline having the content of the curriculum that need to be taught in that lesson.
- An updated authentic WhatsApp audio recorder to send the response.

Benefit:

- Students will speak in English about the video storyline or a similar story about their own experience.

Time:

- 40 minutes

Procedure:

First, play the video using Microsoft Teams or sent the video link through WhatsApp in order that all students have access to the video in their own cellphones.

Second, set up activities to do after watching the video for example answer questions or write a short summary about the video.

Third, ask students to record an audio telling you the story or a similar story about their own experience and send it through WhatsApp.

Finally, measure your students' improvement in Speaking through a rubric.

Table N° 1: The river and the mountain

Graphic 6. The river and the mountain



Source: YouTube Video <https://www.youtube.com/watch?v=WxIVC1rIxNg>

Created by: Siza Irma (2020)

Evaluation: Students were evaluated using the Rubric Qualitative Aspects of Spoken Language: Interaction through Audio Devices.

Results

The result after the application of this strategy was that students increased their vocabulary in a great range and were able to talk about their own stories demonstrating good pronunciation, stress and intonation.

STRATEGY N°2
A GLASS OF MILK

Activity 2
Informative Panel

Objective:

To practice values through a moral story.

Materials:

- A YouTube Video with an interesting moral story.
- An updated authentic WhatsApp audio recorder to send the response.

Benefit:

- Students are motivated to talk about what they learn in moral stories.

Time:

- 40 minutes

Procedure:

First of all, set up the situation by asking students; what do they think about the title of the video? Then, play the video and stop at a scene that allows to predict what could happen with the main character in the story.

Next, prompt responses and write them in a word page. Play the rest of the video to see if they were right.

Finally, ask the students to send you an audio recording to tell what values they learn from this story and how can they practice these values at home.

Table N° 2. A glass of milk

Graphic 7. A glass of milk



Source: YouTube Video <https://www.youtube.com/watch?v=p2WwyMhC25c>

Created by: Siza Irma (2020)

Evaluation: Students were evaluated using the Rubric Qualitative Aspects of Language: Interaction through Audio Devices.

Results

The result after the application of this video was that students improved their vocabulary and spoke with fluency and accuracy about values and how to practice them at home.

HEALTHY FOOD

Activity 3

Informative Panel

Objective:

To learn vocabulary about healthy nutrition.

Materials:

- An updated authentic YouTube Video with healthy nutrition content.
- An updated authentic WhatsApp audio recorder to send the response.

Benefit:

- Students talk about what they need to eat for a healthy life using a great range of vocabulary acquired from the video.

Time:

- 40 minutes

Procedure:

First, play the video in order to provide students with enough vocabulary and examples of healthy nutrition habits.

Second, ask students to make a list of food that they need to eat for a healthy diet.

Third, ask students to record an audio and sent it through WhatsApp telling you what they need to eat regularly to be healthy.

Finally, receive the audio recordings and evaluate the range of vocabulary that EFL learners increase.

Table N° 3: Healthy Food



Source: <https://www.youtube.com/watch?v=ZHWZ3BLMKQA>

Created by: Siza Irma (2020)

Evaluation: Students were evaluated using the Rubric Qualitative Aspects of Spoken Language: Interaction through Audio Devices.

Results

The result after the application of this healthy food video was that students talked about good nutrition using a very good range of vocabulary taught by the video and they were able to express their own point of view about this interesting topic.

