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“EDUCATIONAL PLATFORMS (YOUTUBE) AND THE SPEAKING SKILL”

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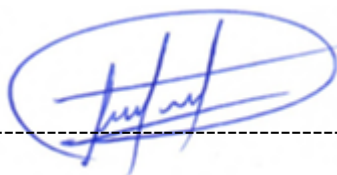
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DEDICATORY

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TEMA:

EDUCATIONAL PLATFORMS (YOUTUBE) AND THE SPEAKING SKILL.

AUTORA: Licenciada Gloria Mercedes Aucapiña Aimara

DIRECTOR: Licenciado Manuel Xavier Sulca Guale, Magister

LÍNEA DE INVESTIGACIÓN: Desarrollo y formación profesional

FECHA: 1 de abril de 2022

RESUMEN EJECUTIVO

La plataforma educativa (YouTube) fue adoptada como estrategia alternativa para mejorar la habilidad de hablar inglés. En Ecuador, la educación se llevó a cabo utilizando la tecnología durante la pandemia mundial de covid-19; incursionando en un mundo tecnológico y global. El objetivo de ésta investigación ha sido demostrar que la plataforma educativa (YouTube) mejora el desarrollo de la habilidad de hablar inglés. Se contó con la participación de 60 estudiantes, de edades entre los 14 y 15 años, de décimo año de EGB del Colegio "Los Andes". Para concretar la investigación se utilizó un diseño cuasi-experimental, dividiendo a los estudiantes en dos grupos: control y experimental. Se administró un pre-test y un post-test para recoger datos; test adaptado A1 Movers de Cambridge donde 30 alumnos que pertenecían al grupo experimental recibieron el tratamiento o intervención; y, 30 alumnos que pertenecían al grupo de control no recibieron el tratamiento. Se diseñó un plan de trabajo de una semana donde el grupo de tratamiento recibió cinco sesiones a través de la aplicación Zoom. Las clases se centraron en diferentes actividades como entrevistas orales, descripciones con imágenes y relatos con estímulos visuales, donde el grupo experimental recibió un plan de intervención utilizando vídeos de la plataforma educativa YouTube como estrategia para promover las habilidades orales.

Se aplicó un post-test después del tratamiento donde se analizaron todos los datos recogidos utilizando el programa SPSS, la prueba de normalidad de Shapiro-Wilk y la prueba de Wilcoxon; además de una técnica de análisis de documentos para explorar los beneficios de la plataforma YouTube, apoyada en la investigación científica. Al final de la investigación se concluyó que el nivel de competencia oral de los alumnos mejoró significativamente después del tratamiento. Por lo tanto; se sugirió el uso de vídeos de YouTube en el aula para mejorar la destreza oral en los estudiantes. Igualmente, se evidencio una mayor eficacia en el vocabulario, la gramática, la pronunciación y la fluidez. Por otra parte, los videos de YouTube motivaron a los estudiantes a realizar actividades de seguimiento tales como entrevistas orales, descripciones e indicaciones visuales.

Descriptor: adolescentes, beneficios, competencia oral, desarrollo, estrategia, plataformas educativas, tecnología, vídeos, YouTube.

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THEME:

EDUCATIONAL PLATFORMS (YOUTUBE) AND THE SPEAKING SKILL.

AUTHOR: Licenciada Gloria Mercedes Aucapiña Aimara

DIRECTED BY: Licenciado Manuel Xavier Sulca Guale, Magister

LINE OF RESEARCH: Teacher development and training

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EXECUTIVE SUMMARY

The educational platform (YouTube) was an alternative strategy to improve English speaking skill. Education was currently carried out in Ecuador using technology due to the global covid-19 pandemic. As being immersed in a technological and global world, the objective of this research was to demonstrate that an educational platform (YouTube) improves English-speaking skill development. The participants were 60 students; ages range from 14 to 15 from the tenth school year at "Los Andes" School. A quasi-experimental design was used to achieve that objective where students were divided into two groups: control and experimental group. Furthermore, an adapted pretest and posttest were administered to collect data that followed the Cambridge speaking test structure for A1 Movers where 30 students who belonged to the experimental group received treatment or intervention, and 30 students who belonged to the control group did not receive the treatment. Besides, a work plan was designed for one week where the treatment group received five sessions via the Zoom app. The lessons focused on different activities such as oral interviews, picture descriptions, and visual prompt stories where the experimental group was given an intervention plan using videos from Educational Platform YouTube as a strategy to promote speaking skills. A posttest was applied after the treatment where all collected data were analyzed using the SPSS program, the Shapiro-Wilk normality test, and the Wilcoxon test.

Moreover, a document analysis technique was done to explore the benefits of the YouTube platform supported by scientific research. At the end of the study, the researcher concluded that the students' English speaking proficiency level improved significantly after the treatment. Therefore, it was suggested to use YouTube videos in the classroom to improve speaking proficiency. Additionally, it produced more effectiveness on the vocabulary, grammar, pronunciation, and fluency, motivated the students, and let follow-up activities such as oral interviews, descriptions and visual prompts.

Keywords: benefits, development, educational platforms, speaking skill, strategy, technology, teenagers, videos, YouTube.

CHAPTER I

THE RESEARCH PROBLEM

1.1 Introduction

One of the abilities that students must master when studying and learning a Foreign Language is speaking. Besides, oral production is a crucial element of communication where improving students' speaking ability has long been a priority in the classroom (Bahadorfar and Omidvar, 2014).

In today's era of globalization, new technological advancements and inventions are being made to make people's lives easier no matter the age. Language learning is no exception, as new internet resources help teachers and students make the teaching-learning process more smoothly. One of the resources people can find online is YouTube, a platform to upload and download videos for many purposes supported by the most sophisticated ICT applications in all aspects of human lives, like education. YouTube is an alternative strategy to enhance student's learning process and increase their motivation (Riswandi, 2016).

Because of the pandemic, Ecuadorian education has suffered significant changes to make teachers look for useful platforms that connect knowledge and teaching practices. In the wake of the COVID-19 pandemic, the primary demand for education is to face enormous challenges through a global shift in the teaching-learning paradigm towards online learning (Almahasees et al., 2021). Additionally, this study investigates the impact of YouTube on developing students' speaking skills.

Furthermore, teachers' perceptions about improving students' speaking skills make this study relevant for tenth-grade students at Unidad Educativa Los Andes. However, some critical considerations mentioned the gap that caused the use of technology for educational purposes because most students have a computer and know how to use it. However, some teachers are not familiar with it and its advantages for education. This

study also intends to empower teachers to use YouTube as an educational platform for developing their students' speaking skills.

1.2 Justification

Speaking is one of the essential skills to master and improve as a means of effective communication. Many people displayed inconsistencies in talking in English, such as a fear of speaking and a lack of syntax and vocabulary needed to build fluent communication. Furthermore, students with a high level of anxiety, concern, fear, and low self-confidence may have difficulty developing their speaking abilities (Tridinan, 2018). Besides, students could not communicate because they were experiencing psychological difficulties or could not find the appropriate words and expressions (Leong and Ahmadi, 2017). Additionally, the few-hour English classes they received and the many hours spent doing extracurricular activities are the main obstacles to practicing speaking skills in the classroom. The teacher struggled to find an approach that fit the English curriculum, the needs of the pupils, and the context in which they live. For this reason, this research focused on using authentic material (YouTube videos) to develop speaking skills in the English language. It was worthwhile because it immersed students in a real-world language setting, primarily English. This study was **important** because it demonstrated how using YouTube Videos in class enhances students' EFL speaking skills. Educational platforms (YouTube) offered the opportunity to improve the speaking subskills such as vocabulary, grammar, pronunciation, and interaction fluency. As a result, communicating effectively in English was a significant advantage for the tenth school year students from Los Andes High School who were the primary **beneficiaries** of this study.

This research was **feasible** because of students' and teachers' interest in improving their communicative skill. Today, education is based on a learner-center approach; that is why learners were asked to contribute to their learning. Students could self-recorded themselves talking about different topics guided by the teacher. Teachers can take those materials as real complementary for future classes. In addition, YouTube promoted oral skills and helped students motivate themselves and speak English more safely and freely. Students' English skills, such as reading, writing, listening,

vocabulary lists, and pronunciation, were improved by watching videos on YouTube (Riswandi, 2016). Finally, it was **relevant** because it enhanced the current situation in which conventional materials do not increase students' speaking accuracy.

Moreover, the educational community's actors will be motivated to see how students increase their self-confidence in language.

1.3 Objectives

1.3.1. General

To demonstrate that the educational platform YouTube improves speaking skill development.

1.3.2. Specific objectives

- To diagnose the students' English speaking proficiency level before and after the application of educational platforms.
- To list the benefits of applying educational platforms (YouTube) for speaking development.
- To determine the type of activities that can be performed by using educational platforms.

CHAPTER II

RESEARCH BACKGROUND

Regarding Educational platforms (YouTube) and the speaking skill, this research project is supported by several authors who contributed to understanding the two variables through scientific articles and online books. Several vital publications were gathered from various sources, including ERIC (Institute of Education Science), Springer Link, Google Scholar, University repositories, and digital books, all of which include good arguments in support of this study.

2.1 Independent variable

The current study focuses on the educational platforms (YouTube) as an independent variable, so it follows the following categories:

- Information and communication technology (ICT)
- Web 2.0 tools
- Educational Platforms (YouTube).

2.1.1 Information and communication technology (ICT)

Information and communication technology (ICT) is used to transmit, store, create, share, and exchange information using various technological tools and resources. Computers, the Internet, live broadcasting technologies, recorded broadcasting technologies, and telephony are all examples of technological tools and resources. Unquestionably, an ICT-based learning system enhances the current educational system and opens the door to new educational and training paradigms. The use of ICT in the classroom offers students a tool that suits their present technology culture and allows them to take greater responsibility for their education, making them the protagonists of their learning (Sailema, 2014). ICT (information and communication technology) is an integral and fundamental aspect of today's world. To address the difficulties of the knowledge era, culture and society must be modified (Yusuf, 2005).

Moreover, Information and Communication Technologies, abbreviated as ICT, can be divided into two categories: old communication technologies like radio, television, and traditional telephone, and modern technologies like computing, communications, and telematics which are defined as potentially powerful enabling tools for educational change and reform. In developed countries, the use of ICTs has contributed to the progress of society in general, giving unexpected twists and more. These developments have aided in the development of new educational strategies to help in the enhancement of students' teaching-learning processes in education. A research made by Tinio, V. (2003) claimed that ICT could improve education quality in various ways, including raising learner motivation and engagement, facilitating the acquisition of basic skills, and enhancing teacher training. Likewise, ICT can be a transformative tool that promotes a learner-centered environment when used correctly. In addition, videos, television, and multimedia computer software that combine text, sound, and colorful, moving images can be used to provide challenging and authentic content that will engage the student in the learning process. Interactive radio likewise uses sound effects, songs, dramatizations, comic skits, and other performance conventions to compel the students to listen and become involved in the lessons being delivered. Finally, networked computers with Internet connectivity can increase learner motivation because of the fact it combines the media richness and interactivity of other ICT with the opportunity to connect with real people and participate in actual world events.

Similarly, Fu (2013) defined computers, the Internet, and electronic delivery systems such as radios, televisions, and projectors, among others, are all examples of information and communication technology (ICT), which is widely used in today's educational field where the school environment is crucial for kids to engage in a wide range of computer activities. The author affirmed that through ICT, learning could occur anytime and anywhere. Students can utilize ICT to explore learning topics, solve difficulties, and propose answers to problems that arise during the learning process. They generate new knowledge by accessing, choosing, arranging, and interpreting data and information.

In other words, students are more capable of using data and data from various sources and critically assessing the quality of the learning materials. Different forms of learning and inquiries can be addressed more creatively with ICT. Learners can use

computers, laptops, personal digital assistants (PDAs), or iPads to access a wide range of texts, from beginner to advanced. Furthermore, ICT can help students develop more vital critical thinking skills. As a result, schools are heavily encouraged to integrate technology into all learning areas and at all levels. Students can use technology to achieve higher levels of cognition in specific learning environments when this is done. Moreover, three essential characteristics are needed to develop good quality teaching and learning with ICT: autonomy, capability, and creativity. Finally, ICT promotes independence by allowing teachers to generate their materials, giving them greater control over course content than in a traditional classroom. In terms of capability, while students have more confidence in their learning processes, they will be able to apply and transfer knowledge more efficiently and effectively while using new technology.

2.1.2 Web 2.0 tools

Web 2.0, also known as the Social Web, refers to a set of Web pages that promote information transfer, interoperability, and collaboration among users through a user-centered design. In other words, it is an Internet trend that promotes a more dynamic, less unilateral network in which users are not only passive participants (Equipo editorial, 2021). Additionally, Web 2.0 tools are programs or websites that can be used to execute specific tasks on the Internet and can also be used to other vital elements of life, such as learning and teaching. For instance, social media sites, wikis, blogs, and video hosting sites are helpful. On the other hand, users can post and watch different educational content to video hosting services, the most well-known being YouTube.

Moreover, Young (2011) affirmed that Web 2.0 refers to a new generation of websites that provide a drastically different web experience, with dynamically updated, socially oriented, and interactive pages replacing formerly static ones. Web 2.0 technologies provide educators with new ways to use technology to improve teaching and learning settings. Likewise, Web 2.0 is a relatively new and growing phenomenon in education; its application is beginning to embrace many educational theories, such as constructivist learning theories, that have made ICT integration a component of

innovative teaching techniques. Web 2.0 apps have made it possible for educators, students, and any internet user to become content creators, publishing their products using a range of free (or low-cost) web services like YouTube. These tools, which are frequently inexpensive (to purchase, install, and maintain), indicate a shift from institutionally provided to freely available technology.

Resemble, Ribes, X. (2007) defined Web 2.0 as a second generation in the history of the Web-based on user communities and an extraordinary range of services. Moreover, the constitutive principles of Web 2.0 enrich the user experience through the World Wide Web as a work platform, the strengthening of collective intelligence, database management as a core competency, the end of the software version upgrade cycle, lightweight programming models coupled with the pursuit of simplicity, and unlimited software to a single device. It includes adding, modifying, or removing data, linking metadata with existing data, or changing how data is presented, in both content and form. In other words, when an online program supports contributing content interactive processes. Likewise, one of the greatness attributed to the Internet is that any user, individual or collective, can become a broadcaster, creating and publishing their website. People can post content on the Web without effort. However, Web 2.0 offers tools to work in contributory environments and gives the community the possibility to exercise its collective intelligence. Therefore, Web 2.0 offers a wide range of principles and services that help users present, add, modify or publish data according to the purpose they look for.

2.1.3 Educational Platforms (YouTube)

Educational platforms are digital environments where an integrated set of interactive online services provides information to the teachers, learners, parents. Moreover, are tools and resources that enhance educational delivery and management. YouTube is an educational platform where people can store videos online and share them with others simply. In addition, YouTube provides a website that hosts a variety of videos, including video clips, TV clips, music videos, movie trailers, and other types of content, including video blogging, original short films, and educational videos (Jalaluddin, 2016). Moreover, YouTube videos can also be accessed anytime and

anywhere, making it easier for students to use them in the learning process. The following research papers will show various scientific studies used to analyze the first variable.

To begin with, it is essential to analyze the research developed by Riswandi (2016) , who described the use of YouTube-based videos to improve the students' speaking skill and the teaching and learning process when YouTube-based videos were implemented in the class. Additionally, the subject of the study was 28 students of seventh-grade of one of the Junior High Schools in Surakarta. Data were collected through speaking assessment and interviews. Findings demonstrated that there was an improvement in the students' speaking skill. Fluency, vocabulary, pronunciation, grammar, and content were just a few of the things that have improved. In essence, implementing YouTube-based videos in teaching speaking could improve the students' speaking skills and motivation. Thus, watching videos helped students to practice their oral production.

Subsequently, as many people worldwide frequently update this platform, students can watch many kinds of videos from different languages and dialects. In the *Journal of Foreign Language Teaching & Learning*, Nofrika (2019) explored the types of videos often watched by English as a Foreign Language (EFL) students. This research required the participation of students in a private university in Yogyakarta. For this reason, a descriptive qualitative research design was applied. The study's findings indicated that there were three categories of YouTube videos often watched by students, such as art and humanities, vlogs, and social sciences. Additionally, students who watched YouTube videos based on their interests helped them improve in five aspects of English competencies. Those are giving students flexibility, helping students understand the topics, providing fun videos, facilitating students' macro practice, improving their vocabulary list, and facilitating interaction in a real-life context. Furthermore, this project mentioned that students improved speaking skills, listening skills, pronunciation, vocabulary, and grammar through watching YouTube videos.

Moreover, a study in Ankara- Turkey, conducted by Balbay and Kilis (2017) , affirmed that YouTube was a unique educational platform used to enhance speaking skills. The

study was conducted on 70 students from varying disciplines in Middle East Technical University to investigate students' experiences and perceptions towards using this YouTube channel. The instruments to collect data were a paper-based survey and an online survey through Google Forms at the end of the course. The Prepared by used descriptive statistics and deductive content were analyzed as data. The results showed the effectiveness of online training platforms (YouTube) to enhance language skills, especially Speaking. Therefore, the researcher suggested that teachers select the best alternative ways to benefit from this platform because YouTube was a viable tool in education. Additionally, it was considered a motivational and inspiring tool to develop strategies or convey content in the English classroom.

Following this, Alkathiri (2019) supported research called "Students' Perspectives towards Using YouTube in Improving EFL Learners' Motivation to Speak," where incorporating YouTube videos in English-speaking sessions enhanced students' confidence in their ability to communicate in English. This study aimed to determine whether YouTube, as a media source, was able to model language practice engagingly and could help English Language Learners (ELLs) improve word pronunciation skills. The study participants consisted of 30 EFL students of level 3 enrolled in the Department of English at the College of Sciences and Humanities at Prince Sattam Bin Abdulaziz University. The significant findings came from a questionnaire designed to measure ELL students' attitudes regarding using YouTube as a learning tool to improve their motivation to speak and practice the language in class. Furthermore, the results showed that using YouTube videos helped students better understand the subject, kept their attention during class, and made them feel less bored. Indeed, YouTube videos helped students in the following aspects: guess the meaning of unfamiliar words, speak fluently, increase the number of words that the students learn. Likewise, YouTube videos allowed the students to organize their ideas while speaking with their peers and teachers. Finally, YouTube videos motivated students to comment on and discuss things in the class.

Afterward, Saed et al. (2021) carried out a study called "The use of YouTube in developing the speaking skills of Jordanian EFL university students" that examined the effectiveness of using YouTube videos in teaching the speaking skills among English as a Foreign Language (EFL) students. Indeed, the study participants were

comprised of 80 students divided into 40 for both experimental and control groups. A pre-test and a post-test were administered to obtain data. To the two groups, four TEFL experts were asked to rate the participants' performance using the IELTS speaking band descriptors, consisting of four main categories: fluency & coherence, lexical resource, grammatical range & accuracy, and pronunciation. The results confirmed the absolute value of YouTube as a rich and relevant platform in EFL classrooms where students got eager to watch YouTube videos and other videos in the target language to enhance their language proficiency. Besides, it gave them an engaged and communicative opportunity to practice and improve their listening and speaking skills.

Equally, Fernández (2021) conducted a case study called "University Students' Attitudes towards the Use of YouTube in the EFL Classroom," where the researcher aimed to explore Primary Education degree program students' attitudes towards the integration of YouTube in the English language classroom. Moreover, 46 third-year intermediate-level students participated in the study. The Prepared by used qualitative and quantitative methods to collect data. The findings demonstrated that although participants mentioned some drawbacks, YouTube made English classes more interesting. The application was highly encouraged and beneficial for the learners' English language. Furthermore, the integration of YouTube motivated the students to study English not only in but also outside the classroom. Finally, the participants considered the experience to be delightful, motivating, lively, and they enjoyed listening to speakers of the target language and practicing various language skills.

Another research led by Mustafa (2018) aimed to figure out the main advantages of YouTube, Skype, and WhatsApp in improving the EFL learners' speaking skills to 22 beginners students from Arab Open University, Riyadh branch. The methodology used in this study was quantitative research. The instrument used in this study was a speaking test. Thus, the Prepared by applied a pre-test, and after two months of training, a post-test took three hours. The data was then statistically evaluated using the Statistic Package for the Social Sciences (SPSS) application. As a result, the participants' speaking skills showed progress in the oral performance in the following aspects: vocabulary, grammar, pronunciation, and fluency. Social media networking had a significant impact on speaking. It also implied that a teacher who intended to increase his pupils' speaking ability should think about these applications in the

classroom. Finally, the study found that YouTube, WhatsApp, and Skype can help EFL students improve their oral communication skills.

Furthermore, a research called “The Impact of Using YouTubes and Audio Tracks Imitation YATI on Improving Speaking Skills of EFL Learners” conducted by Hamad et al. (2019) showed the effectiveness of using YouTube videos and Listening Audio Tracks Imitation (YATI) as pedagogical tools to improve EFL learners' speaking skills. The participants of this study were 48 students divided into two sections: 24 for the control group and 24 for the experimental group. In addition, two tests were used to collect the data, pre-test for both sections and post-test after using the (YATI) approach with the experimental group. Consequently, a qualitative experimental approach was used to conduct this study, where the results were analyzed using the SPSS Pearson correlation coefficient. This study demonstrated that listening to audio tracks and watching YouTube videos Imitation (YATI) was a powerful CALL (Computer-Assisted Language Learning) technique for helping students' speaking abilities. Finally, the researcher recommended that teachers use the (YATI) technique to help children overcome speech issues.

Likewise, Maziriri et al. (2020) developed a study to know the extent to which technologies such as YouTube were perceived as being effective as learning aids through watching video tutorials by students. The Prepared by used quantitative where 377 registered students from a selected university were chosen through non-probability sampling. In addition, data were analyzed through SPSS 25 and AMOS 25 for descriptive statistics and structural equation modeling, respectively. The findings showed that the use of YouTube in a formal educational setting was well appreciated. Furthermore, the association between student attitudes regarding YouTube use and behavioral intents was influential, presumably indicating that this e-platform was successful.

Subsequently, a research work made at San Felipe Neri School in Riobamba conducted by Lara (2020) aimed the analysis of the usage of video clips on the YouTube platform as an audiovisual resource in the development of the listening skill. The study used a sample of 28 pupils immersed in descriptive research. Moreover, an observation guide was used as an instrument to collect data that lasted a month; meanwhile, a qualitative

analysis was required to elaborate the final results. The findings of the study revealed that YouTube videos worked as a practical language teaching strategy in enhancing learners' listening comprehension skills and stimulating their motivation and imagination. Additionally, YouTube was the most common platform used by teachers and learners because they could use it for free and enabled them to watch real-life clips and updated videos wherever as many times as they wanted.

2.2 Dependent variable:

The current study focuses on the English speaking skill as a dependent variable, so it follows the following categories:

- Language skills
- Productive skills
- Speaking skills

2.2.1. Language skills

Language is the semantic code by which people communicate, a code that is both aural and visual. Moreover, language is a set of symbols and meanings that enable men to function in society. In addition, it is a tool, an instrument that is sung and spoken, written, translated, and taught. Most significantly, it allows people to communicate with one another (Fromkin et al., 2018). The greatest attribute of men is their ability to communicate. Moreover, language is a collection of words linked together in phrases. Although, each word has its own identity and meaning. The words are arranged uniquely to produce a highly methodical arrangement from which people can derive meaning (Husain, 2015). Mastering a second or a foreign language demands a solid command of language skills. They have a significant impact on the learners' ability to acquire sound knowledge of the English language. Developing such skills entails various tasks that enable learners to manage any style of communication, whether written or spoken. These abilities function together like a tapestry, with each one complementing the others (Hussein and Abdulameer, 2019).

Similarly, Girolametto et al. (2006) defined Language as the capacity to imitate gestures and vocalizations to communicate with others. Every day, people choose a language variety consciously or subconsciously in order to interact in various social contexts in which they must consider situational factors such as the participants and their level of acquaintance, locations or physical settings, communication purpose, and mode or channel of linguistic expression. Learning and loving a language necessitates a well-known model of in-service education for early childhood educators and preschool teachers, with the goals of facilitating language learning, peer interaction, and literacy development in naturalistic classroom settings. Peer interactions and early literacy abilities are facilitated by child-centered strategies, interaction-promoting strategies, and language-modeling strategies. As a result, youngsters became more talkative, expanded their vocabulary, and boosted their peer interactions.

Equally, Nazareno, M. (2019) supported that foreign language learners have a basic need to communicate using the target language. As a result, the four requirements in language, often known as reading, writing, listening, and speaking, play a fundamental role in any language learning process. It is necessary to manage these language skills to be competent in a language. The four abilities are the apex of language learning and will propel any learner forward. These abilities are also separated but tied together by an unbreakable bond. Finally, learners will become better listeners, speakers, readers, and writers as a result of the integration of listening and speaking with reading and writing. Moreover, language is central to learning due to it is needed to develop language skills specifically in academic English to understand and make the most effective use of the study materials, develop the specialized language and vocabulary and communicate needs to tutors.

As a result, the language skills are fundamental for the learning process to be competent in a foreign language since they include a set of symbols written or spoken that allow people to interact in social contexts.

2.2.2. Productive skills

The productive skills called active skills mean the transmission and interchange of information, ideas, facts, and feelings that a language user produces in their speaking form. Hence, speaking becomes one of the most important goals when studying and learning English or another foreign language (Golkova and Hubackova, 2014). Speaking and writing are examples of productive skills students employ to create language. In addition, speaking is frequently unscripted, open-ended, and fluid. The productive skills help people to interact and share their ideas, feelings and beliefs. That is why, students need to plan, organize and produce a clear and understandable message at the moment to express their ideas. Furthermore, speaking necessitates mastery of language functions (or patterns) that reoccur in specific discourse settings. On the other hand, learners must know how to generate specific aspects of language, such as grammar, pronunciation, or vocabulary, and grasp when, why, and how to produce language (Hasibuan, 2012).

The productive skills, according to Nazareno Mercado (2019), are vital since they help learners feel competent throughout interactions in real context. They also have the chance to meet new people and learn about diverse countries and customs. However, productive skills are vital since they allow students to communicate and improve their language acquisition process in the classroom. In addition, speaking ability allows learners to use the language while keeping the listener engaged, which requires fluency and correct use of vocabulary, syntax, and pronunciation.

The practice of the English language is necessary for the use of productive skills to attain the desired results and objectives after the class. It entails being able to communicate effectively in English. Speaking is a useful skill that encourages communication development through engaging activities and assignments. As a result, in the learning process, teachers should employ a variety of creative methods and activities. It assists students in interacting with others through the use of language and body language. It demands the use of proper fluency and accuracy.

Golkova and Hubackova (2014) defined writing as productive skill that is an essential ability that allows students to deliver a clear message through letters, essays, and emails. Writing implies being able to express a message through the formation of

words, phrases, and sentences in which the correct use of language is necessary. It is essential to choose a good vocabulary, use the chart correctly and use the correct punctuation at the moment to write. It also allows students to express themselves creatively while writing. On the other hand, speaking, like writing, is a crucial talent. It entails using speech to convey other people's meanings. Interaction is two-way communication in which we use language and body language to keep the listener engaged in what we're saying and ensure that they understand. Finally, learners should manage their interactions with fluency, which involves speaking at a normal pace, without hesitation, repetition, or self-correction, and with smooth usage of related speech.

2.2.3. Speaking skills

Speaking refers to communicating orally with others to express, convey, share ideas, thoughts, and feelings. In today's global environment, where communication becomes critical to success in any sector, speaking skill is an essential tool for communicating with others. Without the use of a language, perfect communication is impossible. Furthermore, people cannot attain their ambitions, objectives, or goals if they do not communicate effectively. In education, speaking abilities are the most significant aspect of language learning. Consequently, speaking is the most crucial of the four essential language skills in learning a foreign or second language (Rao, 2019).

Besides, learning in modern culture takes place against a technical backdrop. The frequent use of the internet and the media combine both interactive and social properties. On the other hand, learning environments where social media are included, such as Facebook, TikTok, TED talks, WhatsApp, blogs, and vlogs in the personal channel, are all transforming the learning landscape, especially speaking skills (Wheeler, S., & Gerver, 2015). The following research papers will show various scientific studies used to analyze the second variable.

Kostikova et al. (2019) supported and described the problem that students' problem to pass international FCE exams. Thus, this paper aimed to prove the hypothesis that social media was an effective tool to teach English speaking. As a solution, the researchers used social media, specifically Facebook, as a new tool that includes

practical speaking tasks. The experiment members were twenty-four students of the same age under 'All in the Same Boat.' In this investigation, theoretical, empirical, and statistical methodologies were applied. The findings revealed that Facebook was an effective alternative tool for preparing students for their FCE speaking exam and making FCE speaking practice entertaining and exciting. The researchers recommended devising activities that make FCE speaking practice exciting, enjoyable, and straightforward. At the end of the current study, the author found out that social media, which offered both a collaborative and an individual approach, can be an excellent tool for improving success in teaching speaking.

Moreover, Zaitun et al. (2021) stated that TikTok was an innovative application widely used by students to enhance speaking. To corroborate this statement, the researcher used a sample of 36 students. This study aimed to improve students' speaking skills by storytelling about a person, object, or place using the TikTok application. The students were required to have an updated smartphone to download the application to record their storytelling. In addition, the current study used the descriptive qualitative method where a pre-test and a post-test were used to collect data. The results showed that the TikTok application using the proper methods and techniques was a helpful tool used as an interactive learning medium, an aid to acquire the language becoming a benefit to increase students' speaking skills. The TikTok app could also make it easier for teachers and students to access knowledge, and students would enjoy learning because they would be exposed to new ways of learning English.

Additionally, another research led by Farid (2019) aimed to analyze the effectiveness of using TED talks video in improving students' public speaking skills. Additionally, the researcher used a sample of 34 students of the eleventh grade of Senior High School on Ciamis whose students were classified according to their poor, middle, and high intelligence. A mixed method was used to collect data through a pre-test and a post-test for quantitative data collection and close-ended questionnaires for qualitative data collection. In addition, the Prepared by implemented various instructional methods to reach the teaching objective. The strategies were tried to find based on the learners' needs in many ways. The results showed that the video clips of TED Talks in teaching and learning developed motivation in the students to speak in public. Consequently, students increased their confidence, motivation, involvement. Meanwhile, the

researcher recommended that teachers select videos according to the students' level to be easily understood.

Subsequently, Salem (2019) supported that students' speaking skills increased when they visualized a video-based conference video channel called TED Talks as an ICT tool. The method used by the researcher was both quantitative and qualitative. The participants in the study consisted of 49 students divided into two groups; 24 as experimental group and 25 as the control group. Students were assessed in the following aspects: oral presentation skills, vocabulary retention, and increased motivation. The findings revealed that TED Talks helped EFL students enhance their speaking skills. Additionally, using TED Talks as teaching material might transform students' perspectives and boost their self-esteem as candidates for EFL speakers. Hence, learners became more confident and free of anxiety and tension where they gained permanent and everlasting oral presentation skills in the long run in their university study level.

Furthermore, Marleni and Asilestari (2018) conducted research to determine the effect of social media: WhatsApp on students' speaking skills. The participants were 62 students of the second semester; 32 as the experimental class and 30 as the control class. The researchers used quasi-experimental with purposive sampling technique. In addition, the instruments used to collect data are pre-test, post-test, questionnaire, and photo documentation. To analyze the data, the writer used the SPSS 16 version program. The results showed a value of $0.000 < 0.05$ represented a significant effect on the students' speaking skills after the treatment at the second-semester students of the English Study Program of University of Pahlawan Tuaku Tambusai. Moreover, implementing social media (Facebook, Instagram, BBM) for communication gave learners different treatment and atmosphere in the learning process. Meanwhile, WhatsApp was used to send and receive information to help the students to produce speaking skills.

Similarly, research called "Impact of WhatsApp Interaction on Improving L2 Speaking Skills" conducted by Akkara et al. (2020) aimed to study the impact of interaction and informal learning in a WhatsApp group with the following criteria assessment of speaking skills: fluency & coherence, lexical resource, grammatical range & accuracy,

and pronunciation. The participants of the study were 110 students randomly selected. They were all from rural areas and first-generation learners of English with different schooling backgrounds. Hence, both quantitative and qualitative research methods were used to collect and analyze the data through a pre and post-survey questionnaire. The study's findings indicated that the implementation of space for conversation and sharing videos in the target language using a popular social media platform such as WhatsApp had a positive effect on the participants.

Eventually, a study by Anggraeni et al. (2020) mentioned that Vlogs were considered as the best learning tool that enhances students speaking practice. The principal goal of this study was to determine if students' speaking skills improved after using the vlog in speaking tasks. The subject of this research was 40 students of the English Language Study Program. This study employed a mix of methods to gather more information regarding blended learning in speaking learning activities via vlog. The learners created vlogs and uploaded them on the YouTube platform. Additionally, a rubric was used to grade the vlogs. The findings revealed that using vlogs improved students' speaking skills, particularly in expanding their vocabularies, boosting their speaking fluency, and improving their English pronunciation and intonation. Unlike the effort and time that it took to learn how to use new technology made the activity, students felt motivated when they presented their speaking tasks. Furthermore, due to excellent student reactions, this study advocated using Vlogs as an alternate learning method for teaching speaking abilities.

Subsequently, a research conducted in Ecuador by Lopez et al. (2021) supported that Vlogging an online output facilitates learners to acquire speaking fluency. The questions set were: if the original oral production helped students improve speaking fluency and what students' perspectives towards speaking fluency and Vlogging were. The study participants were 24 students of a public high school in Guayaquil. To collect data: quantitative and qualitative were used by the researcher. Additionally, a pre-test and a post-test were used to assess students consisting of 24 audio recordings. The researcher focused on five categories: speaking skills, affective, technology, timing, and autonomy. For this, they created a YouTube channel and shared its link with their partners. The results showed that students' speaking fluency had improved significantly. That is to say, students' attitudes toward the innovation were also

positive, as it increased their awareness of their faults, made learners feel more confident to speak, and allowed them to practice the target language independently outside of school. Although, the lack of technology management skills and proper equipment can make vlogging look arduous and affect students emotionally due to their concern to accomplish the assignments on time.

Finally, a study conducted in two Ecuadorian Universities by Encalada and Sarmiento (2019) showed the effectiveness of Self-Recording Videos (SRV) to enhance speaking skills in the students. The participants of this study were 81 students from a public and a private university. In this study, a qualitative method was used. In addition, an online survey was used to determine how learners felt about using SRV to improve their speaking skills. The researchers employed a descriptive statistical analysis of the Likert scale questions in this study and discourse analysis to analyze the responses participants made in the questionnaire's open-ended questions. The findings revealed that employing (SRV) in the class had several advantages. Students' speaking abilities, for example, improved dramatically in vocabulary and pronunciation. Furthermore, students gained confidence in their ability to communicate in English.

In conclusion, the substantial research literature showed that different social media such as Facebook, TickTock, TED talks, WhatsApp, Vlogs, and self-recording videos enhance students speaking skills. However, the use of some platforms required learners to have updated devices. Moreover, lack of technology management skills, suitable equipment, and the time and effort required to learn might make activities appear less enjoyable for students. Along, lecture videos of TED talks performed better at university levels. WhatsApp is one of the most used in education to send and receive messages, instructions, audio, videos in real-time to a specific student or whole groups of students instantaneously. Thereby, the current study supported YouTube as an educational platform and in the development of speaking skills due to the support and contribution of the research background where researchers affirmed that YouTube provides massive benefits of using YouTube for enhancing student's English competencies such as:

- It is easy to access YouTube videos for students at any place around the world.
- It is a free platform.
- It provides a variety of videos in the target language.

- The videos on YouTube are easy to understand because of their detailed explanation, even for complex topics. Teachers and students can find much instructional material uploaded.
- Students can find videos for their specific interests. They only choose the ones they feel interested in and watch them.
- Students can practice the macro-English skills: speaking, listening, reading, and writing. Students select English videos, such as talks, movies, podcasts, conversations, etc.
- Students can use YouTube videos to practice vocabulary and master it. As they watch videos, they can expand their vocabulary.
- YouTube permits people to interact with others from different parts of the world. The discussion gathers from the comments enriches interaction, especially with native speakers.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Location

The current research was conducted at Unidad Educativa "Los Andes," a public institution in Pillaro-Tungurahua- Ecuador. The institution is located in the heart of Pillaro, a town known by the famous Diablada Pillareña tradition, the land of milk and vegetable productivity. People work in industries of dairy products that are delivered to all countries. Additionally, the institution is a big school with 1,028 students from eight EGB to the third of Bachillerato. Moreover, it is a mixed institution that attracts students from a wide range of socioeconomic backgrounds, both urban and rural, whose families are primarily involved in trade, livestock, and agriculture to guarantee their children's scholastic well-being and cognitive growth. To conclude, the institution's philosophy is "El trabajo constante todo lo vence."

3.2 Material and Equipment

A sample of the Cambridge Speaking test for A1 Movers was used in this study. This test was meant to help primary and secondary pupils gain confidence in their English skills as they get older in life. It is worth noting that the speaking section of the genuine Cambridge test for A1 Movers has four sections were Part 1, 3, and 4 were considered to fit with the study's objectives. As a result, the test was modified to keep up with the demands of the students. A pre-test and a post-test were used to analyze data from two groups: 30 students who belonged to the experimental group received treatment or intervention, and 30 students who belonged to the control group did not receive the treatment. Dimitrov and Phillips (2003) supported that "Pretest-posttest designs are frequently employed in behavioral research, primarily to compare groups and/or measure change as a result of experimental treatments" (p.159). Besides, the researcher used a rubric to analyze the pre & post-test results. The excel and SPSS program was necessary to get statistics results.

Education was currently carried out in Ecuador using technology due to the global covid-19 pandemic. For instance, the Internet and technological devices are used in all classes because the students cannot return to regular classes. For this reason, this investigation was developed through the online modality by using the following materials.

- Internet connection
- Computers and laptops
- Mobile phones
- Technological Web Tools

Zoom app was a useful free platform used to deliver the lessons during this online modality. Students participated in and produced the planned activities using electronic devices such as computers or mobile phones. Furthermore, YouTube videos were used to demonstrate that educational platforms (YouTube) had improved speaking skills. Furthermore, the Internet and laptop were essential tools for planning activities, teaching classes, and measuring study variables. It is also worth noting that WhatsApp played a vital role in guiding, sharing activities, and recording audios for the students during the sessions. Finally, the SpeakPipe app was used to record audios by the students.

3.3 Research method

The current research used a quasi-experimental design with thirty students: group A was the experimental group, while group B was the control group. According to Thyer (2012), quasi-experimental designs compare the outcomes of an experimental group of students who receive an intervention to the outcomes of a control group of students who got either no treatment or no intervention. Furthermore, researchers can use the quasi-experimental research approach to identify and assess suitable outcomes. It provided the researcher with complete control over the variables. It referred to adopting any action after considering the effects in general. Besides, field research was used because the subject of study was observable to interact and understand how students behave in their natural environment. According to Burgess (2003) mentioned

that "field research is a learning environment in which researchers must understand their actions and activities as well as the actions and activities of the people they are researching" (p.1). Moreover, a document analysis technique was used to explore the benefits of the YouTube platform on developing speaking skills, synthesizing the information, and supporting the research background. Another feature of this methodology was the creation of a pre-test that assessed the participants' prior knowledge before the experiment. Finally, a pre and post-test were administered to both the control and the experimental groups to compare the efficiency of the treatment.

3.4. Hypothesis - Research Question- Idea to Defend

Null hypothesis (H0)

Educational platform YouTube does not develop speaking skills.

Alternative hypothesis (H1)

Educational platform YouTube develops speaking skills.

Research question: How does the educational platform YouTube improve speaking skill development?

3.5. Population or Sample

This current study was conducted on 60 students in the Tenth Year of Basic General Education at Los Andes High School in 2021-2022. There were 30 students in the experimental group and 30 students in the control group. Regarding the personal traits, both groups share the same: they are respectful, organized, and kind; they are good at sports, dancing folkloric music, and helping their parents.

Table 1*Population*

Population	Room	Students	Percentage
10° EGB as Experimental group	A	30	50 %
10° EGB as Control group	B	30	50%
Total	2	60	100%

Source: Direct research*Prepared by:* Aucapiña, G. (2021)**3.6. Data collection**

The Educational platform YouTube required a detailed process of planning and design held by the teacher. The application of the strategy was a deep process to identify how students' oral production improved. The use of technology was a primary tool because the classes were developed through an online modality. Moreover, it was essential to develop students' autonomy to work individually at their homes in different online activities.

Table 2*Basic Questions*

BASIC QUESTIONS	EXPLANATIONS
What is the objective or purpose? To Whom?	To achieve the research objectives Students of tenth school year.
About which aspects? Who?	Educational platform YouTube and speaking skills Researcher
When?	2021
Where?	Unidad Educativa Los Andes
How many students? How?	60 Through the application of Pre-Test / Post-test
How many students?	60

Source: Direct research*Prepared by:* Aucapiña, G. (2021)

The pre-test was applied to both groups, experimental and control, to diagnose the students' English speaking proficiency level before the application of educational platforms through the ZOOM app. This pre-test had three speaking parts (Oral interview, picture description, and visual prompt story). In the oral interview, students listened to the teacher's instruction and responded to a question like "What is your name?" and "Where do you live?". In the picture description, the teacher projected an image where students had to find the differences by describing the two pictures. In the visual prompt story, the teacher showed a visual prompt where students had to answer four questions related to the story like "How many people are there" or "What are they doing? Besides, a work plan was designed for one week where the treatment group received five sessions via the Zoom app. The lessons focused on different activities such as oral interviews, picture descriptions, and visual prompt stories. For instance, the experimental group was given an intervention plan using videos from Educational Platform YouTube as a strategy to promote speaking skills where students had to watch videos and answer some questions as asynchronous activities a day before the class.

On the other hand, students had to develop synchronous activities where the researcher used practical online applications (Menti, Canva, Wordwall, Educaplay, among others.) to make students apply and develop their knowledge. Moreover, learners used the appropriate pronunciation, practiced vocabulary prompts, and applied grammar rules unconsciously by asking and answering questions. Additionally, students had to record their answers using SpeakPipe tool or using their smartphone and send the audio via WhatsApp to the teacher. Finally, the post-test with the same questions and structure of the pre-test took place at the end of the treatment with a speaking rubric adapted from the A1 Movers Speaking assessment. It is essential to mention that experts validated the pre-test and post-test.

3.7. Data Processing and Analysis

This research processed the data through SPSS (Statistical Package for the Social Sciences), a statistics software to obtain fast and valid data results. To validate the hypothesis, related samples of each criterion in the rubric and the total score were used to validate the alternative hypothesis or reject it and accept the null hypothesis.

Analysis:

In order to process the data, the following steps were taken:

- Pre-test both the control and experimental groups
- Application of test tools to a selected sample group.
- Conduct an experimental group post-test - Apply the test instruments to the selected sample population.
- Quantification of analysis results in frequencies and percentages.
- Frequency-and-frequency tables design
- Examine and comprehend the study's findings.
- Explanation of findings and suggestions

3.8. Response variables or results

For verification of the research project called: “EDUCATIONAL PLATFORMS (YOUTUBE) IN THE SPEAKING SKILL”.

Independent variable: Educational platform YouTube

Dependent Variable: Speaking skills

The dependent variable was measured through the pre and post-test using a rubric with the following criteria: vocabulary, grammar, pronunciation, and interaction fluency. These parameters helped the researcher transform qualitative data into quantitative information to verify the results among pre-test and post-test. Meanwhile, the independent variable was not measured because it was part of the study and had qualitative characteristics. Furthermore, the researcher used the Statistical Package for the Social Sciences software (SPSS) to develop the statistical analysis.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter details the data and results obtained after the educational platforms (YouTube) as a didactic platform in developing English speaking skills. To begin, a documentary analysis was required to learn the critical information regarding its qualities, benefits, and challenges with the application. It also used a quasi-experimental approach that included pre-test and post-test. The results were analyzed, examined, and interpreted by comparing the descriptive statistics calculated with the pre-test and post-test results in each study group.

4.1. Descriptive analysis: Experimental group.

Table 3

Descriptive Statistic of the Experimental group: Grammar

Statistical		Pre test	Post test
Mean		3.5667	4.4667
95% Confidence Interval for the Mean	Lower Limit	3.3329	4.2772
	Upper Limit	3.8004	4.6561
Standard Deviation		0.62606	0.50742
Minimum		2.00	4.00
Maximum		4.00	5.00

Source: Direct research

Prepared by: Aucapiña, G (2021)

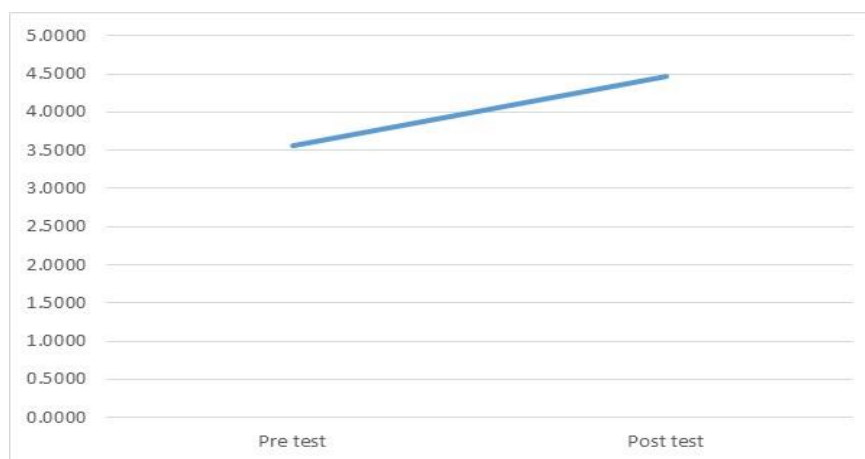


Figure 1

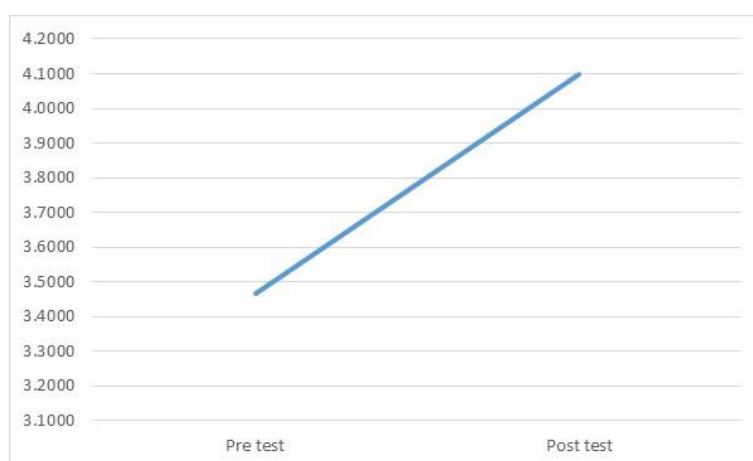
Line Diagram of the Experimental Group: Grammar Evolution Between the Pre-test and the Post-test.

Prepared by: Aucapiña, G. (2021)

The results show an increase of 0.9 points in the mean, that is, the average of the assessment increased from 3.5667 to 4.4667. In this improvement, the lower limit of the confidence interval of the post-test is located above the upper limit of the pre-test. This means that the majority of the students had a significant difference in the improvement of grammar through the educational platforms. The scattered data is reduced in the post-test because the standard Deviation ranges from 0.62606 to 0.50742 with the minimum score rising from 2 to 4 while the maximum score increases from 4 to 5 after the application of the educational platforms.

Table 4*Descriptive Statistics of the Experimental Group: Vocabulary*

Statistical		Pre-test	Post-test
Mean		3.4667	4.1000
95% Confidence Interval for the Mean	Lower Limit	3.2772	3.9861
	Upper Limit	3.6561	4.2139
Standard Deviation		0.5074	0.3051
Minimum		3.0000	4.0000
Maximum		4.0000	5.0000

Source: Direct research**Prepared by:** Aucapiña, G. (2021)**Figure 2***Line Diagram of the Experimental Group: Vocabulary Evolution between the Pre-test and Post-test.***Prepared by:** Aucapiña, G. (2021)

The results show an increase of 0.6333 points in the mean, that is, the average of the assessment increased from 3.4667 to 4.1000. In this improvement, the lower limit of the confidence interval of the post-test is located above the upper limit of the pre-test. This means that the majority of the students had a significant difference in the improvement of vocabulary through the educational platforms.

The scattered data is reduced in the post test because the Standard Deviation ranges from 0.5074 to 0.3051 with the minimum score rising from 3 to 4 while the maximum score increases from 4 to 5 after the application of the educational platforms.

Table 5
Descriptive Statistics of the Experimental Group: Pronunciation.

Statistical		Pre-test	Post-test
Mean		3.3333	4.1333
95% Confidence Interval for the Mean	Lower Limit	3.1543	4.0042
	Upper Limit	3.5124	4.2624
Standard Deviation		0.4795	0.3458
Minimum		3.0000	4.0000
Maximum		4.0000	5.0000

Source: Direct research
Prepared by: Aucapiña, G (2021)

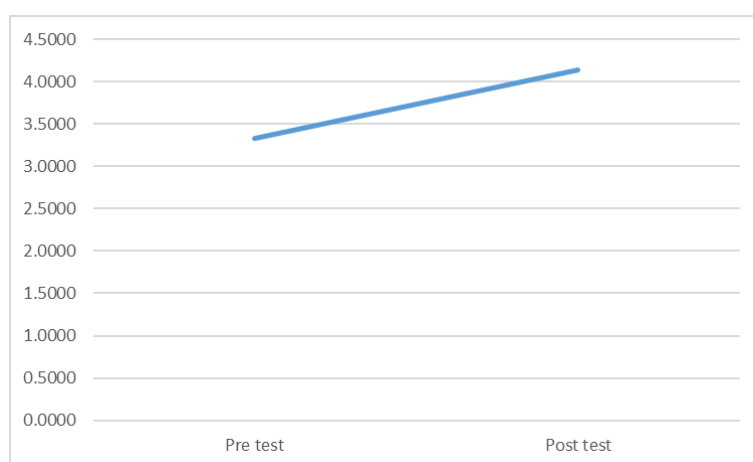


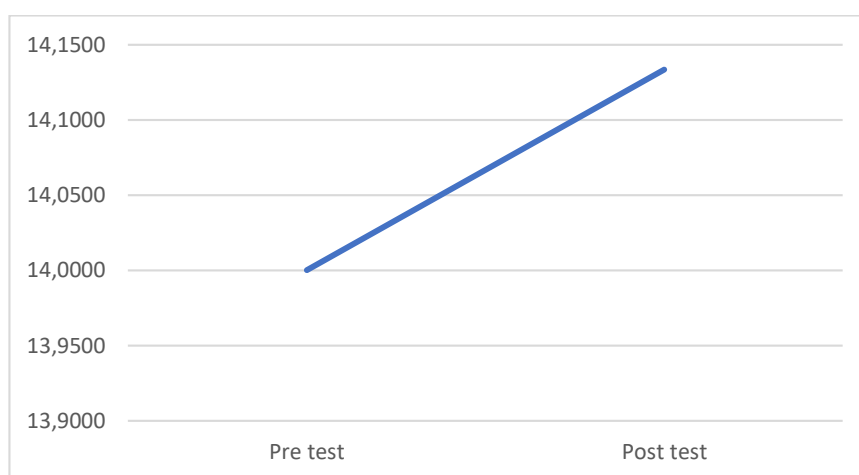
Figure 3
Line Diagram of the Experimental Group: Pronunciation Evolution between the Pre-test and Post-test.
Prepared by: Aucapiña, G. (2021)

The results show an increase of 0.8 points in the mean, that is, the average of the assessment increased from 3.3333 to 4.1333. In this improvement, the lower limit of the confidence interval of the post-test is located above the upper limit of the pre-test. This means that the majority of the students had a significant difference in the improvement of pronunciation through the educational platforms.

The scattered data is reduced in the post test because the Standard Deviation ranges from 0.4795 to 0.3458 with the minimum score rising from 3 to 4 while the maximum score increases from 4 to 5 after the application of the educational platforms.

Table 6*Descriptive Statistics of the Experimental Group: Interaction Fluency.*

Statistical		Pre-test	Post-test
Mean		3.7000	4.3000
95% Confidence Interval for the Mean	Lower Limit	3.5002	4.1260
	Upper Limit	3.8998	4.4740
Standard Deviation		0.5350	0.4661
Minimum		2.0000	4.0000
Maximum		4.0000	5.0000

Source: Direct research**Prepared by:** Aucapiña, G (2021)**Figure 4***Line Diagram of the Experimental Group: Interaction Fluency Evolution between the Pre-test and the Post-test.***Prepared by:** Aucapiña, G. (2021)

The results show an increase of 0.6 points in the mean, that is, the mean of the assessment increased from 3.7000 to 4.3000. In this improvement, the lower limit of the confidence interval of the post-test is located above the upper limit of the pre-test. This means that the majority of the students had a significant difference in the improvement of interaction fluency through the educational platforms.

The scattered data is reduced in the post test because the Standard Deviation ranges from 0.5350 to 0.4661 with the minimum score rising from 2 to 4 while the maximum score increases from 4 to 5 after the application of the educational platforms.

Table 7

Descriptive Statistics of the Experimental Group: English Speaking Skill.

Statistical		Pre-test	Post-test
Mean		14.0667	17.0000
95% Confidence Interval for the Mean	Lower Limit	13.4788	16.5297
	Upper Limit	14.6545	17.4703
Standard Deviation		1.5742	1.2595
Minimum		10.0000	16.0000
Maximum		16.0000	20.0000

Source: Direct research

Prepared by: Aucapiña, G (2021)

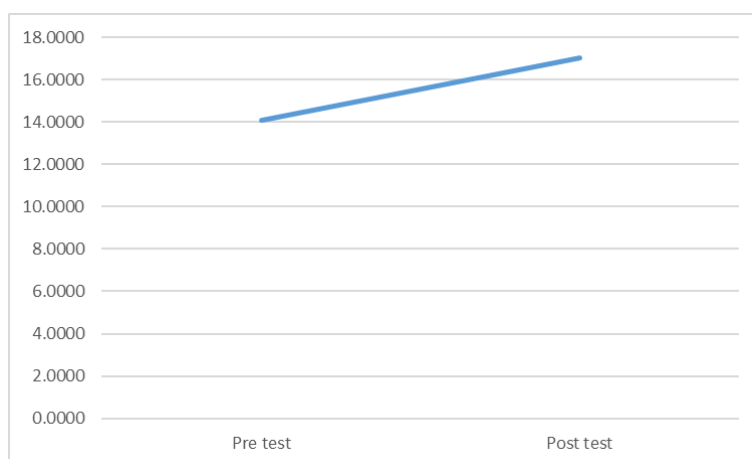


Figure 5

Line Diagram of the Experimental Group: English Speaking Skills between the Pre-test and the Post-test.

Prepared by: Aucapiña, G. (2021)

The results show an increase of 2.9333 points in the mean, that is, the average of the assessment increased from 14.0667 to 17.0000. In this improvement, the lower limit of the confidence interval of the post-test is located above the upper limit of the pre-test. This means that the majority of the students had an improvement of English speaking skills through the educational platforms.

The scattered data is reduced in the post-test because the Standard Deviation ranges from 1.5742 to 1.2595 with the minimum score rising from 10 to 16 while the maximum score increases from 16 to 20 after the application of the educational platforms.

4.2. Descriptive analysis: Control group.

Table 8

Descriptive Statistics of the Control Group: Grammar.

Statistical		Pre test	Post test
Mean		3.5333	3.6000
95% Confidence Interval for the Mean	Lower Limit	3.3439	3.4139
	Upper Limit	3.7228	3.7860
Standard Deviation		0.5074	0.4982
Minimum		3.0000	3.0000
Maximum		4.0000	4.0000

Source: Direct research

Prepared by: Aucapiña, G (2021)

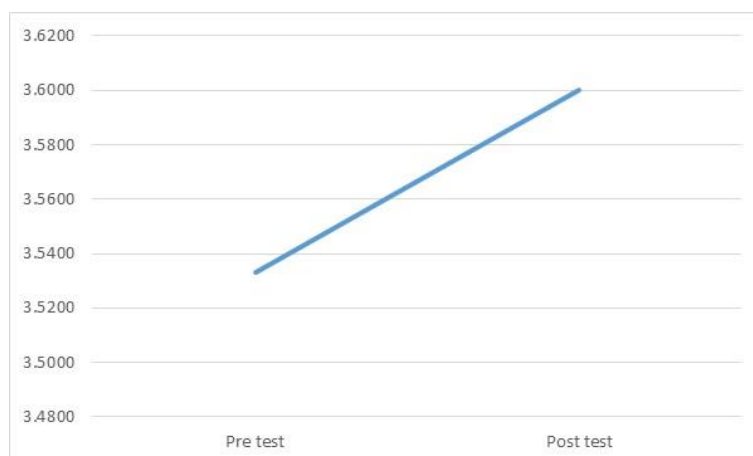


Figure 6

Line Diagram of the Control Group: Grammar Evolution between Pre-test and the Post-test.

Prepared by: Aucapiña, G. (2021)

The results show a slight increase of 0.0667 points in the mean, that is, the average of the assessment increased from 3.5333 to 3.6000. In this comparison the confidence interval limits of the pre-test intersect with those of the post-test in the interval (3.4139,3.7228); this indicates that there is no significant change.

The scattered data is reduced in the post-test because the Standard Deviation ranges from 0.5074 to 0.4982. As a result, there was no significant change in the students' scores after the trial phase ended.

Table 9*Descriptive Statistics of the Control Group: Vocabulary.*

Statistical		Pre test	Post test
Mean		3.3000	3.3667
95% Confidence Interval for the Mean	Lower Limit	3.1002	3.1836
	Upper Limit	3.4998	3.5497
Standard Deviation		0.5350	0.4901
Minimum		2.0000	3.0000
Maximum		4.0000	4.0000

Source: Direct research**Prepared by:** Aucapiña, G (2021)**Figure 7***Line Diagram of the Control Group: Vocabulary Evolution between the Pre-test and Post-test.***Prepared by:** Aucapiña, G. (2021)

The results show a slight increase of 0.0667 points in the mean, that is, the average of the assessment increased from 3.3000 to 3.3667. In this comparison the confidence interval limits of the pre-test intersect with those of the post-test in the interval (3.1836, 3.4998); this indicates that there is no significant change.

The scattered data is reduced in the post-test because the Standard Deviation ranges from 0.5350 to 0.4901. The minimum score rises from 2 to 3 while the maximum score remains the same. As a result, there was no substantial change in the students' scores after the trial phase ended.

Table 10

Descriptive Statistics of the Control Group: Pronunciation.

Statistical		Pre test	Post test
Mean		3.5000	3.5000
95% Confidence Interval for the Mean	Lower Limit	3.3101	3.3101
	Upper Limit	3.6899	3.6899
Standard Deviation		0.5085	0.5085
Minimum		3.0000	3.0000
Maximum		4.0000	4.0000

Source: Direct research

Prepared by: Aucapiña, G (2021)

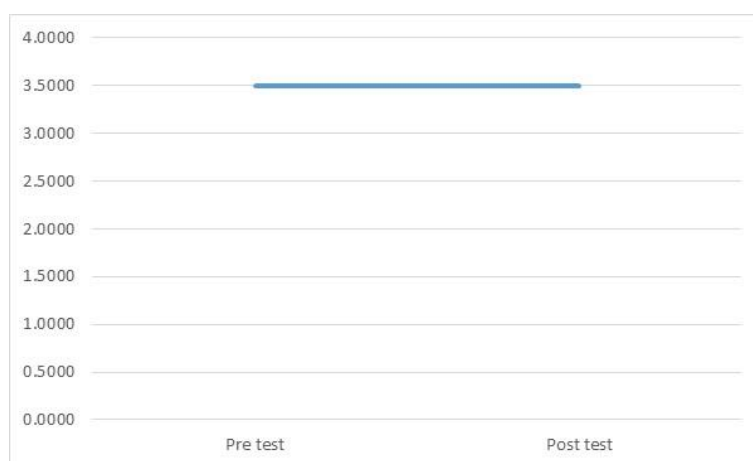


Figure 8

Line Diagram of the Control Group: Pronunciation Evolution between the Pre-test and the Post-test.

Prepared by: Aucapiña, G. (2021)

The results show that the central tendency and statistical dispersion are the same in the pre-test and post-test. This shows that during the experiment, pronunciation did not improve.

Table 11

Descriptive Statistics of the Control Group: Interaction Fluency.

Statistical		Pre test	Post test
Mean		3.6667	3.6667
95% Confidence Interval for the Mean	Lower Limit	3.4876	3.4876
	Upper Limit	3.8457	3.8457
Standard Deviation		0.4794	0.4794
Minimum		3.0000	3.0000
Maximum		4.0000	4.0000

Source: Direct research

Prepared by: Aucapiña, G (2021)

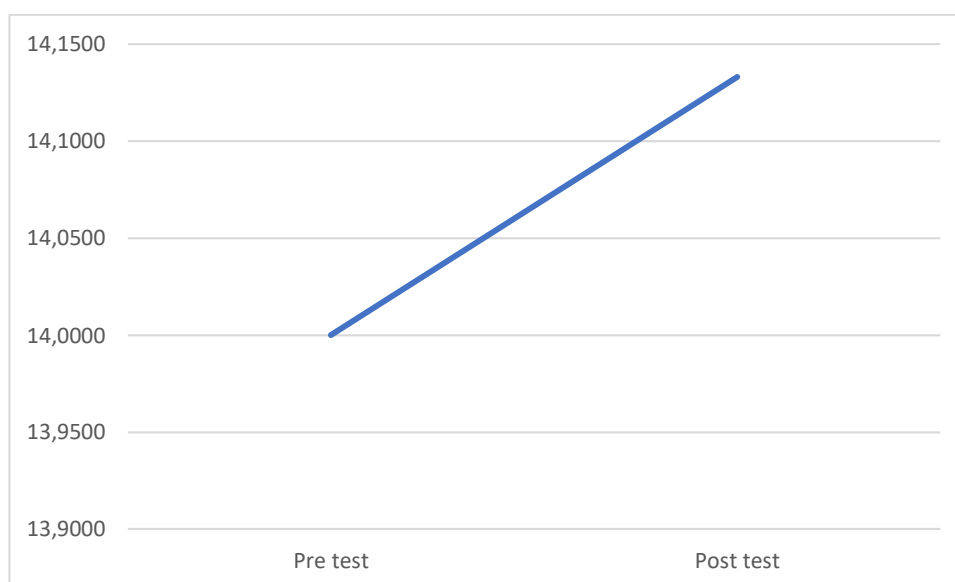


Figure 9

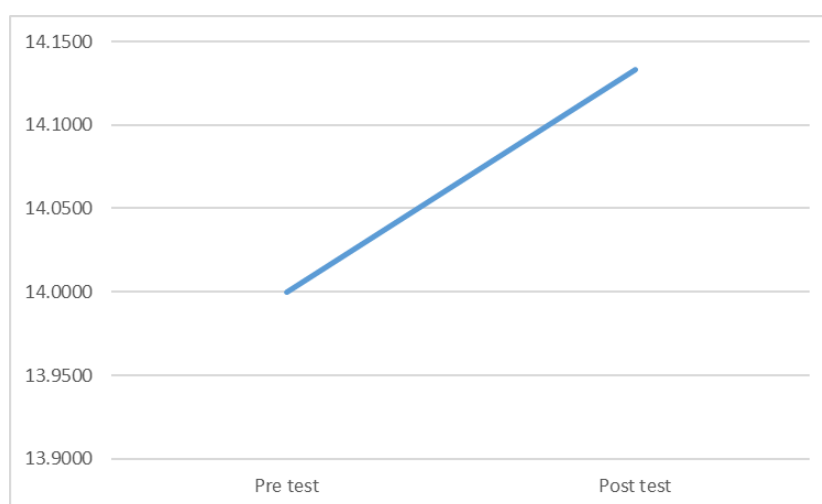
Line Diagram of the Control Group: Interaction Fluency Evolution between the Pre-test and the Post-test.

Prepared by: Aucapiña, G (2021)

The results show that the central tendency and statistical dispersion are the same in the pre-test and post-test. This shows that during the experiment, interaction fluency did not improve.

Table 12*Descriptive Statistics of the Control Group: English Speaking Skills.*

Statistical		Pre-test	Post-test
Mean		14.0000	14.1333
95% Confidence Interval for the Mean	Lower Limit	13.6078	13.7699
	Upper Limit	14.3922	14.4967
Standard Deviation		1.0505	0.9732
Minimum		11.0000	12.0000
Maximum		16.0000	16.0000

Source: Direct research**Prepared by:** Aucapiña, G (2021)**Figure 10***Line Diagram of the Control Group: English speaking skills between the Pre-test and the Post-test.***Prepared by:** Aucapiña, G (2021)

The results show a slight increase of 0.1333 points in the mean, that is, the average of the assessment increased from 14.000 to 14.1333. In this comparison the confidence interval limits of the pre-test intersect with those of the post-test at the interval (13.7699, 14.3922); this indicates that there is no significant change.

The scattered data is reduced in the post test because the Standard Deviation ranges from 1.0505 to 0.9732. The minimum score rises from 11 to 12 while the maximum score remains the same. As a result, there was no substantial change in the students' scores after the trial phase ended.

4.3. Validation of the Hypothesis

The research hypothesis is verified through the existing relationship between educational platforms (YouTube) as a didactic tool in the development of English speaking skills, hypothesis tests based on the comparison of independent and dependent samples are established. Initially, a Shapiro –Wilk test is applied to establish the appropriate statistic for the characteristics of the data obtained in the research.

Table 13 shows the results of the Shapiro-Wilk normality test applied to the data of the experimental group. The test values (Sig.) are more significant than 0.05, indicating normality in the data series. Therefore, there is no normality in any data series of the experimental group.

There are no normal distributions in the data series of the experimental group; it is not necessary to apply normality tests for the control group because the need for the use of nonparametric tests for the validation of the hypothesis is evident.

Table 13

Shapiro-Wilk test: Experimental Group

Variable	Sig.
Pre-test: Grammar	0.000
Pre-test: Vocabulary	0.000
Pre-test: Pronunciation	0.000
Pre-test: Interaction fluency	0.000
Pre-test: Total	0.020
Pre-test: Grammar	0.000
Pre-test: Vocabulary	0.000
Pre-test: Pronunciation	0.000
Pre-test: Interaction fluency	0.000
Pre-test: Total	0.000

Source: Direct research

Prepared by: Aucapiña, G. (2021)

Furthermore, the Mann-Whitney test was used to compare independent samples and the Wilcoxon test for related samples.

4.4 Comparison of independent samples

- **Statistical hypothesis**

H0: The median of the study group is equal to the median of the control group.

$$H_0: \bar{X}_1 = \bar{X}_2$$

H1: The median of the study group is different from the median of the control group.

$$H_1: \bar{X}_1 \neq \bar{X}_2$$

- **Significance level and decision rule.**

At 5% significance level the decision rule is:

$$H_0: Sig > 0.05$$

$$H_1: Sig \leq 0.05$$

The calculations were carried out with the help of the SPSS 25 software, and the results are shown in Table 14. In all post-test comparisons, the differences are significant (Sig. 0.05), whereas the null hypothesis is accepted in the pre-test comparisons. This shows that before the quasi-experimental design, the study groups had the same level of English-speaking ability. However, after the experiment, the group that used educational platforms (YouTube) outperformed the control group regarding evaluation scores.

Table 14

Results of the Hypothesis Test for Independent Samples.

Test	Variable	Sig.
Pre-test	Grammar	0.596
	Vocabulary	0.242
	Pronunciation	0.194
	Interaction fluency	0.643
	Total	0.669
Post-test	Grammar	0.000
	Vocabulary	0.000
	Pronunciation	0.000
	Interaction fluency	0.000
	Total	0.000

Fuente: Direct research

Prepared by: Aucapiña, G (2021)

4.5. Comparison of dependent samples

- **Statistical hypothesis**

H0: The median of the test is equal to the median of the post-test.

$$H_0: \bar{X}_{test} = \bar{X}_{post\ test}$$

H1: The median of the test is different from the median of the post-test.

$$H_1: \bar{X}_{test} \neq \bar{X}_{post\ tes}$$

- **Significance level and decision rule**

At 5% significance level the decision rule is:

$$H_0: Sig > 0.05$$

$$H_1: Sig \leq 0.05$$

The calculations were carried out with the help of the SPSS 25 software, and the results are shown in Table 15. In all comparisons with the experimental group, the differences are significant (Sig. 0.05), whereas the null hypothesis is accepted compared to the control group. This shows that after using educational platforms (YouTube), students in the experimental group increased their English-speaking skills, whereas students in the control group remained at the same level.

Table 15

Hypothesis Test Results for Dependent Samples.

Group	Variable	Sig.
Experimental	Grammar	0.000
	Vocabulary	0.000
	Pronunciation	0.000
	Interaction fluency	0.000
	Total	0.000
Control	Grammar	0.414
	Vocabulary	0.157
	Pronunciation	1.000
	Interaction fluency	1.000
	Total	0.102

Fuente: Direct research

Prepared by: Aucapiña, G (2021)

4.6. Decision

The statistical evidence leads to an affirmative answer to the research question. The statistical evidence leads to an affirmative answer to the research question. Therefore, it can be assured that: educational platforms (YouTube) influence the development of English-speaking skills.

4.7. Discussion

In all of the variables tested, the experimental group had the same ability to speak English as the control group at the pretest. This ability was rated low, with a total score of 14 points. Using YouTube as a didactic instrument, a quasi-experimental design was created with this as a starting point.

After the experiment, significant results were achieved, indicating that the experimental group had improved. This improvement is reflected in a 0.9-point gain in each measure, resulting in a total improvement of 2.9333. Results show that the experimental group's English skills improved from "poor" to "very good."

On the other hand, students in the control group stayed "low" when using traditional teaching methods. Subsequently, the control group showed no improvement in any of the variables measured. Results proved by the hypothesis tests, which were null in all indices, indicating that the control group students' English-speaking skills remained "poor" despite the employment of traditional teaching approaches.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

At the end of the study, the researcher concluded that the education platform (YouTube) improved the speaking skill on the students of Tenth year of E.G.B.

- First, the students' English speaking proficiency level before the application of educational platforms was low. At the beginning of the experiment a pretest was applied to the students with a rubric using the following categories: grammar, vocabulary, pronunciation, and interactive fluency. Consequently, students got a median of 3.56 in grammar, 4.46 in vocabulary; 3.33 in pronunciation; 3.70 in interactive fluency, while in the post-test, the assessment average increased from 14.06 to 17.00 in the experimental group after the treatment. Therefore, it can be deduced that there was a positive influence in the application of Educational Platform (YouTube) in the speaking skill development in tenth-year school students of the Los Andes.
- Second, the educational platform YouTube offers many benefits for speaking development when applying to the virtual class. For instance, it reduced the anxiety of expressing students' views and improve their word intonation and accent. Besides, YouTube helped students practice their speaking to enhance their fluency, pronunciation, vocabulary, grammar, and content. Furthermore, this educational platform is a tremendous viable tool where teachers can develop strategies to convey content in the English classroom. Likewise, YouTube videos helped students guess the meaning of unfamiliar words, increase the number of words and organize the ideas while speaking. Moreover, YouTube was an effective learning aid that made English classes more exciting and entertaining. Finally, this platform was free and accessible, allowing students to watch the videos as many times as they wanted.

- Third, the types of activities that can be performed using educational platforms are oral interviews, descriptions, and visual prompt stories. All these activities were accompanied by asynchronous activities where students watched the videos at home and performed a specific task the following day. For instance, in oral interviews, students answered some questions according to the video. Another activity that complemented the YouTube videos was pictures description, where the students had to describe a picture by using the clues from the video. As a result, students could describe the pictures by remembering the video's vocabulary, grammar, and pronunciation. Finally, visual prompt stories were a kind of activity performed with the educational platform. It permitted students to follow a story sequence and answer some prompt questions.

5.2. Recommendations

- It is suggested to use the educational platform (YouTube) to develop speaking skills in the classroom because of the fact students have a low English-speaking proficiency level. Besides, teachers must use speaking rubrics to assess students' development. Moreover, including the YouTube platform in the speaking lessons might change teachers' perspectives on YouTube because it is an excellent tool to practice the English-speaking skill.
- It is recommended to explore more articles about the benefits of the educational platform (YouTube) regarding specific linguistic aspects such as vocabulary, grammar, pronunciation, or fluency to determine which produce more effect on the students. This analysis will help the English teacher emphasize more on one subskill than on the others, producing more positive effects on the learning process.
- It is essential to include oral interviews, descriptions, and visual prompts as follow-up activities after introducing the YouTube videos to students to put the received input into an output way. These activities are appropriate for a student of the tenth year, but they can also be workable with students of other levels.

5.3. References

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5.4. Annexes

Annex 1. Commitment Letter

CARTA DE COMPROMISO

Ambato, 30 de agosto de 2021

Doctor

Victor 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, Ángel Gonzalo Freire Manjarres, en calidad de Rector de la Unidad Educativa "Los Andes", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el tema " **EDUCATIONAL PLATFORMS (YOUTUBE) AND THE SPEAKING SKILL**" propuesto por la estudiante Gloria Mercedes Aucapiña Aimara, portadora de la Cédula de Ciudadanía 1804231031, de la Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés, Cohorte 2021, 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 apoyara en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes

Atentamente



Lic. Ángel Gonzalo Freire Manjarres, Mg.

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Annex 2. Instrument for pre-test



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PRE-TEST

Objective: To diagnose the students' English speaking proficiency level.

TEST DIRECTIONS:

This is a speaking test that includes 3 parts that will assess students' ability to communicate orally using the language presented in class and studied at home. For each section, you will be given specific directions. The speaking test takes about 8 minutes long.

SPEAKING PART 1: Oral interview (2 minutes)

Guidelines:

The teacher asks questions for the interview.

Speak clearly.

Questions:

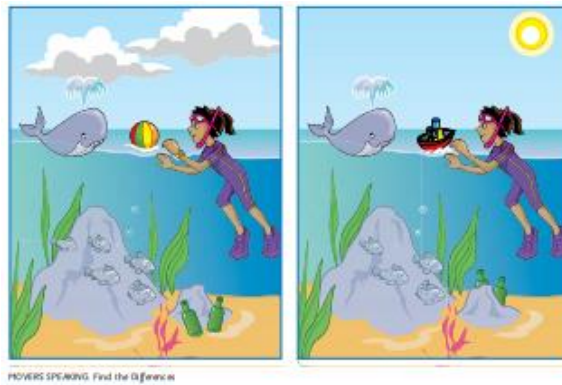
1. What is your name?
2. How old are you?
3. Where do you live?
4. What do you usually do in your free time?

SPEAKING PART 2: Picture Description (3 minutes)

Guidelines:

- Look at the pictures.
- Find the differences.
- Describe the pictures and say the differences, they could say the color, size, number, location.

Find the differences by describing the pictures.



Fuente: Movers speaking sample test one

SPEAKING PART 3: Visual prompt story (3 minutes)

Guidelines:

Look at the pictures and answer the questions.



Picture 1: Possible Questions

- How many people are there?

Picture 2: Possible Questions

- Where are they?

Picture 3: Possible Questions

- What are they doing?

Picture 4: Possible Questions

- How do they feel?

Speaking test adapted from A1 Movers Speaking assessment:

<https://www.cambridgeenglish.org/exams-and-tests/movers/test-format/>

Note: The pretest will be designed in PREZI and will be taken using ZOOM app due to the pandemic situation.

Annex 3. Instrument for post-test



UNIDAD EDUCATIVA “LOS ANDES”

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POST-TEST

Objective: To diagnose the students' English speaking proficiency level.

TEST DIRECTIONS:

This is a speaking test that includes 3 parts that will assess students' ability to communicate orally using the language presented in class and studied at home. For each section, you will be given specific directions. The speaking test takes about 8 minutes long.

SPEAKING PART 1: Oral interview (2 minutes)

Guidelines:

The teacher asks questions for the interview.

Speak clearly.

Questions:

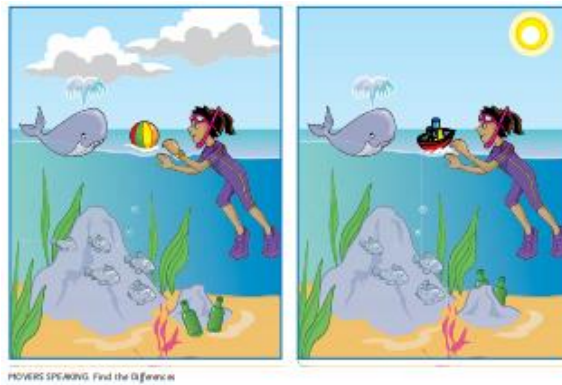
1. What is your name?
2. How old are you?
3. Where do you live?
4. What do you usually do in your free time?

SPEAKING PART 2: Picture Description (3 minutes)

Guidelines:

- Look at the pictures.
- Find the differences.
- Describe the pictures and say the differences, they could say the color, size, number, location.

Find the differences by describing the pictures.



Fuente: Movers speaking sample test one

SPEAKING PART 3: Visual prompt story (3 minutes)

Guidelines:

Look at the pictures and answer the questions.



Picture 1: Possible Questions

- How many people are there?

Picture 2: Possible Questions

- Where are they?

Picture 3: Possible Questions

- What are they doing?

Picture 4: Possible Questions

- How do they feel?

Speaking test adapted from A1 Movers Speaking assessment:

<https://www.cambridgeenglish.org/exams-and-tests/movers/test-format/>

Note: The pretest will be designed in PREZI and will be taken using ZOOM app due to the pandemic situation.

Annex 4. Scoring Rubric for Speaking Skill



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SCORING RUBRIC FOR SPEAKING SKILL



NAME: _____ **SCORE:** _____



DATE: _____

Criteria	Vocabulary	Grammar	Pronunciation	Interaction fluency
Excellent 5	Uses vocabulary required to deal with all test tasks.	Uses some simple structures correctly but makes some mistakes, although meaning is generally clear.	Is mostly intelligible. Has limited control of word stress.	Responds appropriately to instructions, questions and visual prompts, and very little support is required.
Very good 4	Uses sufficient vocabulary required to deal with all test tasks.	Uses sufficient simple structures correctly but makes some mistakes, although meaning is generally clear.	Is almost always intelligible. Has sufficient control of word stress.	Responds appropriately to instructions, questions and visual prompts, and little support is required.
Good 3	Uses vocabulary required to deal with most test tasks.	Produce some simple structures but makes some basic mistakes which may obscure meaning.	Is mostly intelligible, although some sounds may be unclear. Has limited control of word stress	Responds appropriately to instructions, questions and visual prompts, although some support is required.
Regular 2	Uses limited vocabulary required to deal with most test tasks.	Produce limited simple structures but makes some basic mistakes which may obscure meaning.	Sometimes is intelligible, some of the sounds may be unclear. Has limited control of word stress	Responds appropriately to instructions, questions and visual prompts, although a lot of support is required.
Poor 1	Uses insolated words and phrases	Attempts some simple structures but makes some basic mistakes which may obscure meaning.	Most of the time may be difficult to understand.	Responds appropriately to some instructions, questions and visual prompts, although frequent support may be required.

Rubric adapted from A1 Movers Speaking assessment:

<https://www.cambridgeenglish.org/exams-and-tests/movers/test-format/>

Annex 5. Lesson Plans

 MINISTERIO DE EDUCACIÓN UNIDAD EDUCATIVA "LOS ANDES" Provincia de Tungurahua, cantón Pillaro, Parroquia Ciudad Nueva Avenida Rumiñahui y Las Dalias. Teléfono 032874719 Correo electrónico: istlapillaro@yahoo.es CÓDIGO: 18H00560 LESSON PLAN				
Teacher's name: Gloria Aucapiña				
Subject: English			Grade: Tenth "A"	
Level: A1			Length of the first lesson: 3 hours	
Main focus of the lesson:		Language skills:		
		<ul style="list-style-type: none"> - Listening - Speaking 		
General Objective.		At the end of the class, students will be able to ask and answer basic question in a semi-spontaneous way		
SPECIFIC OBJECTIVES		<ul style="list-style-type: none"> - To use the appropriate pronunciation when asking and answering basic questions. - To practice vocabulary prompts by asking and answering questions - To apply grammar rules unconsciously by asking and answering questions. 		
Procedure:				
Date:		Activities:		Materials:
13-12-2021		Asynchronous activities: Watch the Video: https://youtu.be/uaz4noojJL4 1.- Watch the video		<ul style="list-style-type: none"> • Computer • Internet • WhatsApp

	<p>2.- Answer the following questions with your information.</p> <ol style="list-style-type: none"> 1. What is your name? 2. What is your last name? 3. How old are you? 4. Where do you live? 5. What is your favorite color? 6. What is your favorite animal? <p>Synchronic activities</p> <p>Greetings</p> <p>Engagement</p> <p>Warm up activity:</p> <ol style="list-style-type: none"> 1. Ask the students to open the link and complete the activity (Link 1) 2. Provide feedback about the previous activity. 3. Ask students to answer the question to brainstorm about the topic. (Link 2) <p>Studied</p> <ol style="list-style-type: none"> 1.- Present the topic in a Canva presentation by asking questions and prompting the student to respond appropriately. e.g. What's your name? My name's.....; How old are you? I am 15 years old. (Link 3) 2.- Ask students complete the activity (Link4) 3.- In pairs, practice by asking and answering questions using appropriate pronunciation. Provide an example to help them. <ul style="list-style-type: none"> ✓ What is your name? My name is..... ✓ What is your last name? My last name is..... ✓ How old are you? I am..... ✓ Where do you live? I live..... 	<ul style="list-style-type: none"> • Smartphone • YouTube Video • Canva • Educaplay • Wordwall • Speak Pipe <p>YouTube link:</p> <p>https://youtu.be/uaz4noojJL4</p> <p>Warm up activity:</p> <p>Link 1:</p> <p>https://game.educaplay.com/</p> <p>Password:</p> <p>509717</p> <p>Link2:</p> <p>https://www.menti.com/</p> <p>Password:</p> <p>15428950</p> <p>Link 3:</p> <p>Canva</p>
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	<p>✓ What is your favorite color? My favorite color is...</p> <p>✓ What is your favorite animal? My favorite animal.....</p> <p>Activate</p> <p>1.- Teacher asks randomly questions to the students.</p> <p>2.- Ask students to record the answers using their smartphone and send the audio via WhatsApp to your teacher or answer to the following (Link 5)</p>	<p>presentations link:</p> <p>https://www.canva.com/design/DAEyUsZ4Kk/1utvUo8cgMURtridgHDilg/view?utm_content=DAEyUsZ4Kk&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton</p> <p>Link 4:</p> <p>https://wordwall.net/es/resource/26181945</p> <p>Link 5:</p> <p>SpeakPipe link:</p> <p>https://www.speakpipe.com/msg/s/237889/12/8vkvbibk4hpd112k</p>
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UNIDAD EDUCATIVA “LOS ANDES”

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LESSON PLAN

Teacher's name: Gloria Aucapiña

Subject: English

Grade: Tenth “A”

Level: A1

Length of the first lesson: 3 hours

Main focus of the lesson:

Language skills:

- Listening
- Speaking

General Objective.

At the end of the class, students will be able to ask and answer basic question in a semi-spontaneous way

SPECIFIC OBJECTIVES

- To use the appropriate pronunciation when asking and answering basic questions.
- To practice vocabulary prompts by asking and answering questions
- To apply grammar rules unconsciously by asking and answering questions.

Procedure:

Date:

Activities:

Materials:

14-12-2021

Asynchronous activities:

Watch the Video: <https://youtu.be/LsIspfORX4U>

1.- Watch the video

- Computer
- Internet
- WhatsApp

	<p>2.- List the free activities that you watch in the video and paste pictures.</p> <ul style="list-style-type: none"> • Play computer games • Meet friends • Use the internet • Read books and magazines • Spend time with your family • Have a party • Take photos • Play an instrument • Draw pictures <p style="text-align: center;">Synchronic activities</p> <p>Greetings</p> <p>Engagement</p> <p>Warm up activity:</p> <ol style="list-style-type: none"> 1. Ask the students to open the link and complete the activity. (Link 1) 2. Provide feedback about the previous activity. <p>Studied</p> <ol style="list-style-type: none"> 1.- Present the topic in a Canva presentation by asking questions and prompting the student to respond appropriately. e.g. What do you usually do in your free time? I play....., I meet..... (Link 3) <ul style="list-style-type: none"> ✓ I play computer games ✓ I meet friends ✓ I use the internet ✓ I read books and magazines ✓ I spend time with your family ✓ I have a party ✓ I take photos ✓ I play an instrument ✓ I draw pictures <ol style="list-style-type: none"> 2.- Ask students complete the activity (Link4) 3.- In pairs, practice by asking and answering questions using appropriate pronunciation. Provide an example to help 	<ul style="list-style-type: none"> • Smartphone • Youtube Video • Canva • Educaplay • Word wall • Speak Pipe • Menti <p>YouTube link:</p> <p>https://youtu.be/LsIs pfORX4U</p> <p>Warm up activity:</p> <p>Link 1:</p> <p>https://wordwall.net/es/resource/25441598</p> <p>Password:</p> <p>509717</p> <p>Link 2:</p> <p>Canva presentations link:</p> <p>https://www.canva.com/design/DAYwrKbOk4/uxG6nndEugOP2PGpFO0bYA/view?utm_content=DAEywrKbOk4&utm_campaign=designshare&utm_medium=</p>
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	<p>them.</p> <p>Activate</p> <p>1.- Teacher asks randomly questions to the students.</p> <p>2.- Record the answers using your smartphone and send the audio via WhatsApp to your teacher or answer to the following (Link 5)</p>	<p>m=link&utm_source=sharebutton</p> <p>Link 3:</p> <p>https://jamboard.google.com/d/1Nzy06bGwNa3Py3c9PaJHaH76jOrL-FZjEbWYZNmsp7w/edit?usp=sharing</p> <p>Link 4:</p> <p>Speak Pipe link:</p> <p>https://www.speakpipe.com/msg/s/237889/13/9tg2afmxf182nrjh</p>
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LESSON PLAN

Teacher's name: Gloria Aucapiña		
Subject: English	Grade: Tenth “A”	
Level: A1	Length of the first lesson: 4 hours	
Main focus of the lesson:	Language skills:	
	<ul style="list-style-type: none"> - Listening - Speaking 	
General Objective. Product final.	At the end of the class, students will be able to ask and answer questions in a semi-spontaneous way.	
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> - To use the appropriate pronunciation when asking and answering basic questions. - To practice vocabulary prompts by asking and answering questions - To apply grammar rules by asking and answering questions. 	
Procedure:		
Date:	Activities:	Materials:
16-12-2021	Asynchronous activities: Watch the Video: https://youtu.be/VwSRoLUCXmI https://youtu.be/va4RiItIbew	<ul style="list-style-type: none"> • Computer • Internet • WhatsApp • Smartphone

1.- Watch the videos

2. Answer the questions. Use the following image



- ✓ How many people are there? There are
- ✓ How many dishes are there? There are
- ✓ How many lions are there? There are
- ✓ How many girls are there? There is
- ✓ How many bags are there? There are

Synchronous Activities

Engagement

Warm up activity:

Ask students to open the link and solve quiz activity and provide ideas what the topic is about (**Link 1**)

Feedback: Teacher will support students by explaining some instructions.

Studied

1.- Present the topic in a Canva presentation by asking questions and prompting the student to respond appropriately. e.g. How many people are there? There are ; How many girls are there? There are



2.- Ask them to work in pairs and practice each other by asking and

• YouTube videos

• Canva

• Educaplay

• Wordwall

• Speak Pipe

YouTube link:

<https://youtu.be/VwSRoLUCXmI>

<https://youtu.be/va4RiItIbew>

Warm up activity:

Link 1

<https://wordwall.net/resource/26642326>

Canva presentations

Link 2:

https://www.canva.com/design/DAEzIgo7IsI/EBwSSkW7Wf4BJs1RF65ujg/view?utm_content=DAEzIgo7IsI&utm_campaign

	<p>answering questions and using the prompt pictures story.</p> <ul style="list-style-type: none"> ✓ How many people are there? There are ✓ How many dishes are there? There are ✓ How many glasses are there? There are ✓ How many girls are there? There are ✓ How many boys are there? There is <p>3. Ask students to complete the activities (Link 3)</p> <p>Activate:</p> <ol style="list-style-type: none"> 1. Teacher asks randomly questions to the students. 2.- Ask students to record the answers using their smartphone and send the audio via WhatsApp to your teacher or answer to the following (Link 4) 	<p><u>=designshare</u> <u>&utm_medium=link&utm_source=sharebutton</u></p> <p>Link 3</p> <p><u>https://es.liveworksheets.com/bf1398939ge</u></p> <p>YouTube link:</p> <p><u>https://youtu.be/VwSRoLUCXmI</u> <u>https://youtu.be/va4RiItIbew</u></p> <p>Link 4:</p> <p>SpeakPipe link:</p> <p><u>https://www.speakpipe.com/msg/s/237889/81/9yt2gyhgu3fg30ks</u></p>
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LESSON PLAN

Teacher's name: Gloria Aucapiña

Subject: English

Grade: Tenth “A”

Level: A1

Length of the first lesson: 4 hours

Main focus of the lesson:

Language skills:

- Listening
- Speaking

**General Objective.
Product final.**

At the end of the class, students will be able to interact each other by asking and answering questions

SPECIFIC OBJECTIVES

- To use appropriate pronunciation when asking and answering basic questions.
- To practice vocabulary prompts by asking and answering questions
- To apply grammar rules unconsciously by asking and answering questions.

Procedure:

Date:

Activities:

Materials:

17-12-2021

Asynchronous activities:

Watch the Video:

<https://youtu.be/LxC9bgtPfwQ>

- 1.- Watch the video
- 2.- Answer the following questions

- Computer
- Internet
- WhatsApp
- Smartphone
- YouTube

	<p>Story 1 A broken vase</p> <ul style="list-style-type: none"> - Where is he? - What is he doing? - How does he feel? <p>Story 2 Breakfast surprise</p> <ul style="list-style-type: none"> - Where is he? - What is he doing? - How does he feel? <p>Story 3 Washing the car</p> <ul style="list-style-type: none"> - Where is he? - What is he doing? - How does he feel? <p>Story 4 A clown</p> <ul style="list-style-type: none"> - Where is he? - What is he doing? - How does he feel? <p>Story 5 Pet growing</p> <ul style="list-style-type: none"> - Where is he? - What is he doing? - How does he feel? <p>Synchronous Activities</p> <p>Engagement</p> <p>Warm up activity:</p> <ol style="list-style-type: none"> 1. Ask the students to open the link and complete the activity (Link 2) 2. Provide feedback about the previous activity. 	<p>Video</p> <ul style="list-style-type: none"> • Canva • Wordwall • Speak Pipe <p>YouTube link:</p> <p>https://youtu.be/LxC9bgtPfwQ</p> <p>Warm up activity:</p> <p>Link 2:</p> <p>https://wordwall.net/resource/22524346</p> <p>Canva presentations</p> <p>link 3:</p> <p>https://www.canva.com/design/DAE4GDwnFRY/d9fjjZD-5TwQ7Y_XMLPw/view?utm_content=DAE4GDwnFRY&utm_content=DAE4GDwnFRY</p>
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Studied

1.- Present the topic in a Canva presentation by asking questions and prompting the student to respond appropriately. e.g. How many people are there? Where are they?..... What are they doing?..... How do they feel? (**Link 3**)

2.- Ask students complete the activity (**Link4**)

3.- In pairs, practice by asking and answering questions using appropriate pronunciation. Provide an example to help them



- ✓ How many people are there? There are.....
- ✓ Where are they? They are in
- ✓ What are they doing? They are.....
- ✓ How do they feel? They are.....

Activate

1.- Teacher asks randomly questions to the students.

2.- Ask students to record the answers using their smartphone and send the audio via WhatsApp to your teacher or answer to the following (**Link 5**)

[m campaign
=designshare
&utm medi
um=link&ut
m source=sh
arebutton](https://www.designshare.com/medium/link&utm_source=sharebutton)

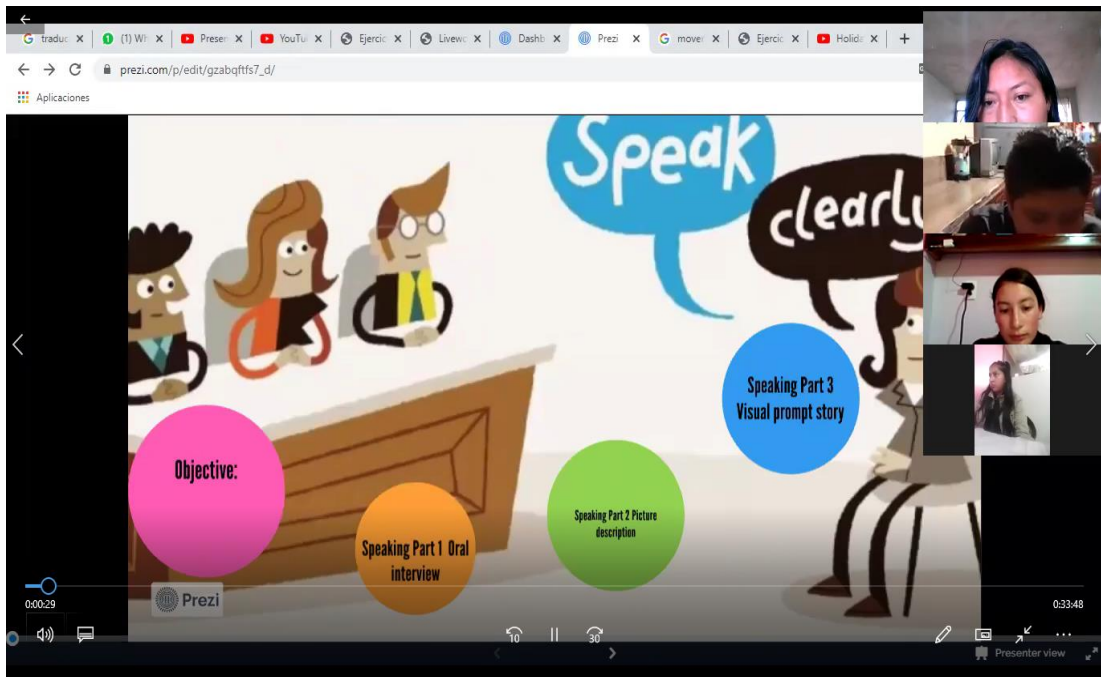
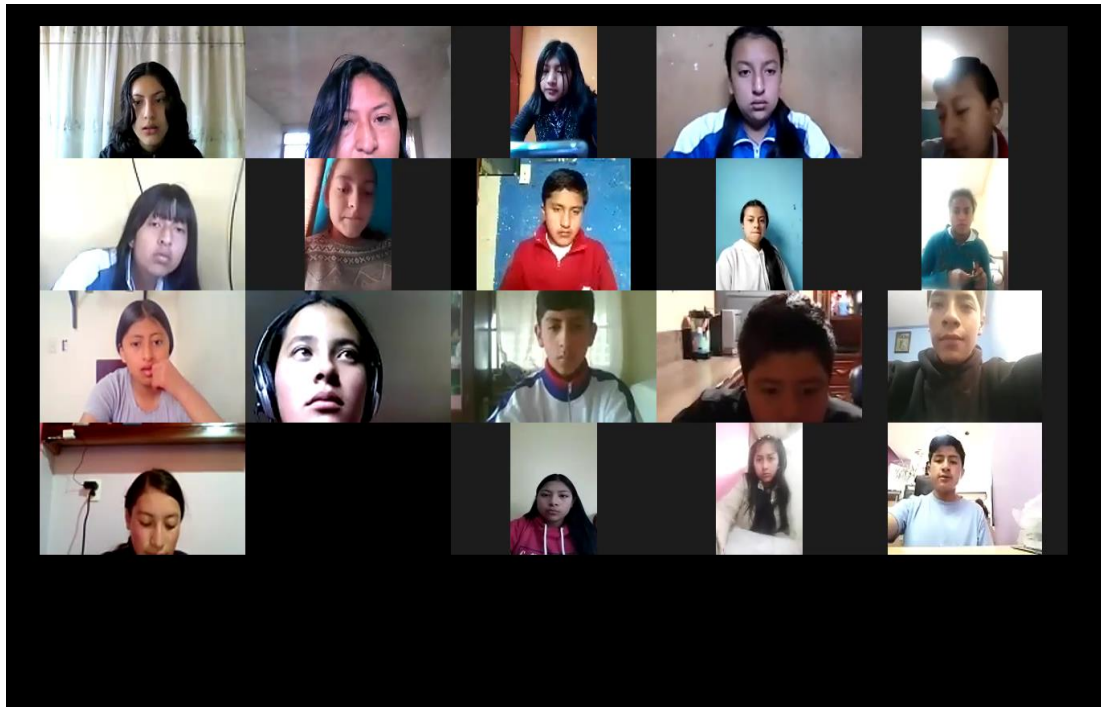
Link 4:

[https://word
wall.net/reso
urce/287584
82](https://wordwall.net/resource/28758482)

Link 5:

[https://www.
speakpipe.co
m/msg/s/237
889/82/exmg
9hewkcgp6v
ri](https://www.speakpipe.com/msg/s/237889/82/exmg9hewkcgp6vri)

Annex 6. Photographs (pretest and posttest application)





Dashboard | Prezi

Speaking test by Mercedes Auc...

prezi.com/p/gzabqffs7_d/?present=1

Aplicaciones

Speaking test

Find the differences by describing the pictures.

00:29

Prezi

0:29:58

10 30

The image shows a Prezi presentation slide titled "Speaking test" with the instruction "Find the differences by describing the pictures." The slide features two side-by-side illustrations of a girl underwater. The left illustration shows a girl holding a beach ball, a whale, and a beach with palm trees. The right illustration shows a girl holding a beach ball, a whale, a boat, and a beach with palm trees and a sun. The Prezi interface includes a navigation bar at the bottom with a play button, a progress bar, and a volume icon.


Annex 7. Urkund Analysis



Document Information

Analyzed document	Tesis Gloria Aucapiña.docx (D128705006)
Submitted	2022-02-24T00:01:00.0000000
Submitted by	
Submitter email	gaucapina1031@uta.edu.ec
Similarity	0%
Analysis address	manuelxsulcag.uta@analysis.urkund.com

Sources included in the report

W	URL: https://www.researchgate.net/publication/326082917_Using_YouTube_Video_An_IT-based_Media_to_Improve_Students'_Speaking_Skill Fetched: 2020-02-27T07:57:18.4170000	 2
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