

# UNIVERSIDAD TÉCNICA DE AMBATO



## DIRECCIÓN DE POSGRADO

### MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

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**TEMA:** “BRITISH BROADCASTING CORPORATION (BBC)  
AUTHENTIC VIDEOS FOR SPEAKING SKILL  
DEVELOPMENT”

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Trabajo de investigación, previo a la obtención del Grado Académico de Magister  
en la Enseñanza del Idioma Inglés como Lengua Extranjera

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Ambato - Ecuador

2019

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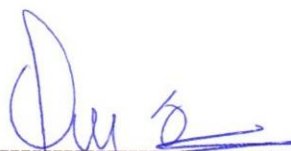


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## **DEDICATORIA**

Al ser supremo, Dios quien ilumina mi vida y me da fuerza para continuar cumpliendo mis objetivos; en esta ocasión me ha permitido obtener uno de los anhelos más deseados.

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V.

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V.

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**DIRECCIÓN DE POSGRADO**  
**MAESTRÍA EN LA ENSEÑANZA DL IDIOMA INGLÉS COMO LENGUA**  
**EXTRANJERA**

**TEMA:**

**"VIDEOS AUTÉNTICOS DE LA CORDINACIÓN DE TRANSMISIÓN**  
**BRITÁNICA PARA EL DESARROLLO DE LA HABILIDAD DEL**  
**HABLA"**

**AUTOR:** Lcdo. Carlos Eduardo Zurita Valencia

**DIRECTORA:** Dra. Judith Alexandra Silva Chávez

**FECHA:** 17 de Febrero de 2019

**RESUMEN EJECUTIVO**

La presente investigación tuvo como objetivo determinar el efecto del uso de videos auténticos de la BBC para el desarrollo de la expresión oral en los estudiantes de 8vo grado. Este estudio se llevó a cabo en la Unidad Educativa “Primicias de la Cultura de Quito” en Ecuador, durante el año escolar 2018-2019. La población estuvo conformada por 50 estudiantes. 25 de ellos pertenecieron al grupo control y los otros 25 al grupo experimental. Estos participantes fueron los encargados de determinar el efecto del uso de los videos auténticos en la clase de inglés para desarrollar la expresión oral. Se trató de una investigación cuali-cuantitativa de carácter descriptiva y estuvo basada en los resultados obtenidos de una encuesta aplicada a los estudiantes de 8vo grado quienes recibieron el tratamiento implementado y también se basó en un pretest y un postest aplicados a todos los participantes del estudio. Su implementación se realizó durante seis semanas, y comprendió desde el 5 de noviembre hasta el 14 de diciembre del año 2018. Se aplicaron doce actividades diferentes basadas en videos auténticos de la BBC. Fueron usados para enseñar vocabulario, gramática, pronunciación y fluidez. Un incremento en las habilidades de expresión oral de los estudiantes fue revelado según los resultados del postest aplicado luego de la implementación de las actividades de expresión oral en la clase de inglés.

**DESCRIPTORES:** Inglés, BBC, videos, materiales auténticos, expresión oral, gramática, vocabulario, pronunciación, fluidez, manual de actividades.

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**DIRECCIÓN DE POSGRADO**  
**MAESTRÍA EN LA ENSEÑANZA DL IDIOMA INGLÉS COMO LENGUA**  
**EXTRANJERA**

**RESEARCH TOPIC:**

**“BRITISH BROADCASTING CORPORATION (BBC) AUTHENTIC  
VIDEOS FOR SPEAKING SKILL DEVELOPMENT”**

**AUTHOR:** Lcdo. Carlos Eduardo Zurita Valencia

**DIRECTED BY:** Dra. Judith Alexandra Silva Chávez

**DATE:** February 17<sup>th</sup>, 2019

**EXECUTIVE SUMMARY**

This study was aimed at determining the effect of using British Broadcasting Corporation (BBC) authentic videos in the development of the speaking skill of 8<sup>th</sup> grade students. This study took place at Unidad Educativa “Primicias de la Cultura de Quito” in Ecuador during the academic year 2018-2019. The population consisted of 50 students. 25 of them belonged to the control group and the other 25 to the experimental group. These participants were the target to determine the effect of using authentic videos in the English class to develop the speaking skill. This was a quali-quantitative research of a descriptive study and was based on the results of a survey applied to EGB students who received the treatment implemented and a pretest and a posttest conducted to all the participants of the study. It was carried out during six weeks, from November 5<sup>th</sup> to December 14<sup>th</sup>, 2018. Twelve different speaking activities based on BBC authentic videos were used during the intervention process to teach vocabulary, grammar, pronunciation and fluency. An improvement on the students’ speaking skills was revealed in the posttest results after the speaking activities were applied in the English class.

**KEYWORDS:** English, BBC, videos, authentic materials, speaking, grammar, vocabulary, pronunciation, fluency, handbook.

## INTRODUCTION

The need that teachers must provide students with the development and improvement of their oral competence is sometimes difficult by different reasons like the lack of material available to teach the lessons or the number of students per class or the lack of innovative activities to motivate students learning. This concern encouraged the researcher to conduct this study to explore the possibilities to improve English lessons, taking advantages of audiovisual resources available on the web.

Therefore, this study has the purpose of determining the effect of using British Broadcasting Corporation (BBC) authentic videos in the development of the speaking skill of 8<sup>th</sup> grade students. This research was carried out at Unidad Educativa “Primicias de la Cultura de Quito” in Ecuador during the academic year 2018-2019.

The study is divided as follows:

**Chapter I** includes a description of the problem, its contextualization, the critical analysis and prognosis, the research questions, the justification, and the objectives, general and specific.

**Chapter II** contains the background of the research, the philosophical foundations, the legal basis, the key categories and all the theory that supports this study.

**Chapter III** presents the methodology, the research approach, the level and type of research, the population, the operationalization of variables (independent and dependent variable), the data collection and the data analysis.

**Chapter IV** shows the data analysis and interpretation of the results.

**Chapter V** indicates the conclusions and the recommendations.

And finally, **Chapter VI** contains the theoretical and methodological support for the development of the proposal which consist of handbook of activities based on BBC videos.



## **CHAPTER I**

### **THE PROBLEM**

#### **1.1 Research Topic**

British Broadcasting Corporation (BBC) Authentic videos for speaking skill development.

#### **1.2 Problem statement**

##### **1.2.1 Contextualization**

English is a language that has an enormous cultural, social, political and economic power at the world level, and that constitutes a vital tool in the understanding and coexistence of 21st century society, its learning is fundamental in the school for the formation of people who can develop successfully within the society they live; that is why the incorporation of the use of New Technologies within the educational field is fundamental and necessary for that our students acquire this language in a more natural and close way, becoming an indispensable resource (Ahmadi, 2018).

Many pedagogical studies show that audio is an essential element in the learning of a foreign language such as English, since it has phonemes that do not exist in Spanish. (Bajrami & Ismaili, 2016). Ahmed (2017) explains that authentic materials are an important element in the development of the curriculum school, for the implementation of programs focused on the learning of a foreign language and in the same way they are used in the syllabus that are those that define the goals and objectives of the learning process.

From this perspective, it is considered that authentic materials are useful for the development and management of a class since they allow reaching learners' needs in a more effective way and achieving the goals proposed during the course in process. Akbari & Razav (2016) state that material selection must achieve the

goals and objectives of the program, this implies to know the needs, tastes, beliefs, and preferences of the students.

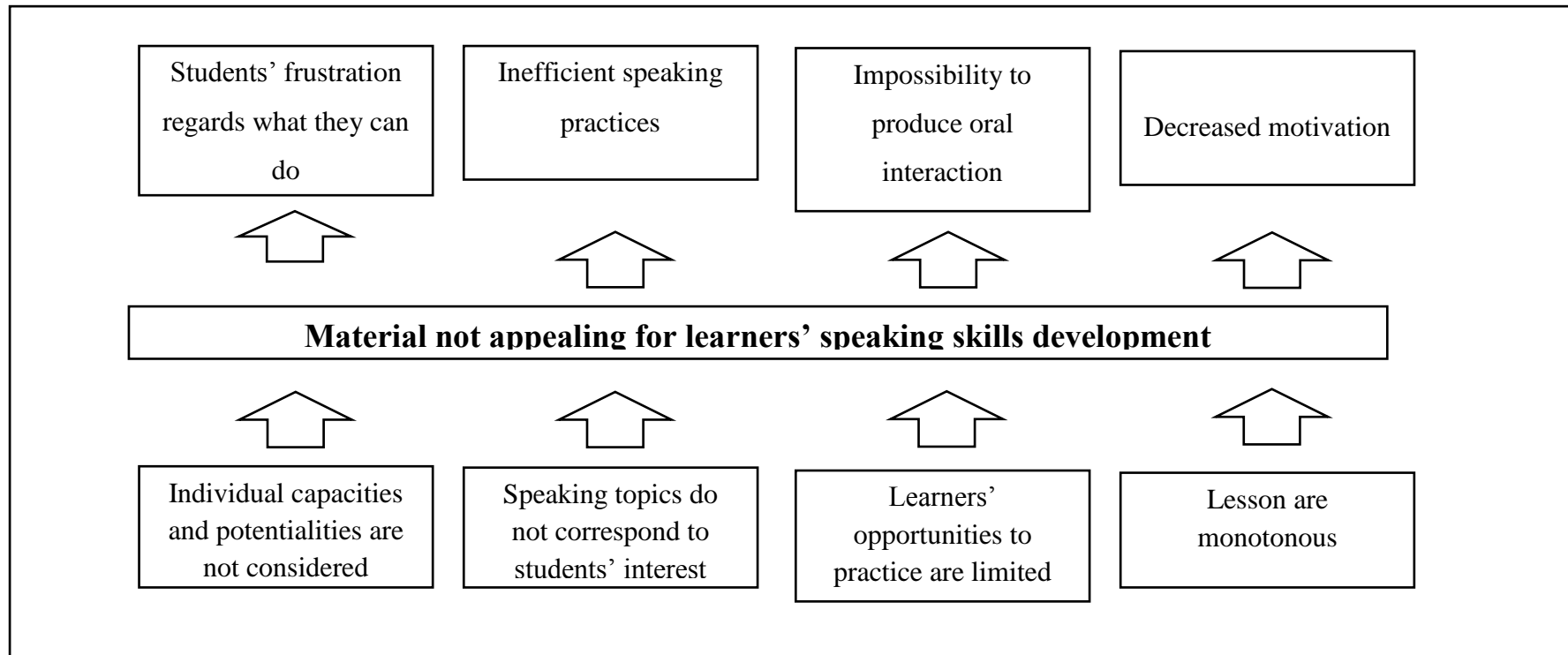
The teaching-learning of English has taken a big turn in the Ecuadorian educational system in the last two decades, and several measures have been implemented. In this sense, international and standardized exams have become the means that accredit the sufficiency of this foreign language of students and teachers of different educational levels. Thus, learning English has become into a challenge that Ecuadorians must take on as a country, society, and as teachers. It must start by eradicating the idea that achieving the needs of our society is only possible for a privileged minority who belongs to high economy classes, which receives high-quality education with special benefits such as bilingual programs. It is a challenge that society must take as our own, to achieve the goal that more and more students acquire the necessary language skills despite their socio-economic condition.

The international company specializing in language education Education First (2018) held a 8th edition of the English Proficiency Index, in which it was announced that Ecuador was ranked 65 out of 88 countries with a score of 48,52 out of 100, this results indicates that Ecuadorian citizens have a low level of English proficiency.

Despite the series of actions and measures implemented at school level to improve the acquisition of the English language of Ecuadorian students, the proficiency level of this language is not satisfactory in the population of Unidad Educativa “Primicias de la Cultura de Quito”. In this institution, there are some factors that prevent good learning of the English language; one of these factors is related to inadequate methods of instruction in the foreign language used by language teacher. This can be evidenced in the lack of interest of the English language by the students. That is why it is necessary a method accompanied by didactic material that motivates the students to learn the English language.

## 1.2.2 Critical analysis

### 1.2.2.1 Problem Tree Analysis



Source: Problem Analysis

Elaborated by: Zurita, C. (2019)

Learning a new language is a slow and long process that requires a lot of practice and dedication. It is not something that is easy to learn from one day to the next and in which learners become experts overnight (Moeller, 2015). Therefore, when teachers encounter situations in which learners have difficulties or obstacles to improve the speaking skill, sometimes they make assumptions as simple as “you get it wrong”, "do not study enough", "do not practice anything", etc., instead of stopping to observe how the learning process is and the personal situation of each one. Teachers must detect these barriers and learn to manage them so that learning is much more effective, rewarding and simple.

To the previous point, it must be added this other, it is a double barrier with which the learners will meet. If the classes and lessons they attend are based only on listening for a long period of time, without understanding, and then having to perform exercises, learners will feel frustrated because they do not know what to do and have the feeling of not learning and going forward. In these classes and above all, with young learners, teaching has to be interactive; there must be the participation of all, a fluid communication, sharing opinions. In this way not only will they practice the language for having to interact, but they will improve communication with others and learn in an entertaining way.

It is true that by not living in a country whose official language is English, it is more difficult to practice the language on a day-to-day basis. But learners can try to be exposed as much as possible during the day to the native accent, for example with television, videos, online English platforms, etc. It is also a good idea for parents to speak to their children in English, even if it is not a native accent, they should lose their shame because at the end everything helps and the important thing is that English understanding improves. The accent can be complemented with native media such as English games, movies, etc. (Anyim, 2018).

The students' need to speak English in a subject that is constantly commented. In spite of the efforts made by teachers to impart language skills, in both rural and urban schools, the reality is that they are not learning to speak English with the emphasis that is required. Once completed the school stage, students cannot even maintain a simple conversation in English with their teachers, neither with a foreigner or native speaker. Among other reasons, this is because language is not learned in its natural environment, nor is it created in the classroom. Social factors also influence, geographical situation; more in the rural area where there is not enough teaching material and the conditions are not adequate to acquire basic knowledge of English, unlike the urban area. Insecurity and resistance to speak the language is the result in language learners in many contexts.

### **1.2.3 Prognosis**

If students do not achieve the speaking proficiency level required for 8<sup>th</sup> graders, later it would be difficult for them to achieve the expected level for the new grades, this represents an uncomfortable situation for these students since they will feel shy and afraid to speak in front of the class because they will not be proficient enough to face those learning stages.

Moreover, speaking involves having a good pronunciation, vocabulary and grammar knowledge, so if students do not pronounce well, do not know enough words to express their ideas and the grammar is not accurate, students will feel embarrassed and ashamed when they try to talk and will not get good grades in the English subject.

On the other hand, considering the teaching material and the technological resources in educational institutions is limited, teachers do not have the possibility to implement different motivational strategies and use varied resources to encourage students to develop their oral expression. If the problem is not solved

and teachers are not provided with new resources and authentic materials, learners will not feel motivated and will not give English the importance that it deserves as lingua franca. Furthermore, this situation will limit students' academic growth and will reduce their possibilities to get a bachelor degree and also the possibilities to get a job.

#### **1.2.4 Research Problem Formulation**

- How does the use of British Broadcasting Corporation (BBC) Authentic Video Materials influence the development of the speaking skill?

#### **1.2.5 Questions**

What is the speaking proficiency level of 8<sup>th</sup> graders at Unidad Educativa "Primicias de la Cultura de Quito"?

How does the use of British Broadcasting Corporation (BBC) authentic videos are used to develop students' speaking skill?

To what extent the use of British Broadcasting Corporation (BBC) authentic videos is related to the development of students' speaking skill?

#### **1.2.6 Delimitation of the Research Problem**

Field: Education

Grade: 8<sup>th</sup> grade

Area: English as a Foreign Language

Specific Field: Authentic Video Materials.

#### **1.2.6.1 Temporal Delimitation**

October 2018- February 2019.

#### **1.2.6.2 Spatial Limitation**

Unidad Educativa “Primicias de la Cultura de Quito”.

### **1.2 Justification**

This research work was focused on the base lines related to the methodological, pedagogical and curricular foundations of the teaching-learning process in articulation with the national education system and whose operational line is the generation of alternative methodologies for the teaching of foreign languages. Talking about language learning, it is not only the grammatical structure that a learner must memorize but participating in real situations, such as interviews, reports, documentaries in the language that is going to be learned so that step by step, learners go into both the language and their culture. Learning isolated words does not always help the students to express themselves, but they must capture them together, either by phrases that support them to begin to join complete ideas.

The pertinence of the present investigation is evident since it is centered in the study of the use of authentic videos for improving speaking skills on learners. The teaching of foreign languages was based long ago only on the learning of vocabulary, the repetition, and memorization of it, as well as the revision of the different grammatical structures and the writing of monotonous sentences. According to Al-Hadithy (2015) "Transmission of knowledge characterizes the traditional translation classroom. The learner passively absorbs the passed on

knowledge rather than becomes actively engaged in the learning process” (p. 182), in agreement with the author, it can be pointed out that year after year reviewing the results of the students, the institutions have noticed the lag of the student, when it is intended to learn to communicate with their peers or with native speakers, applying what they have learned in the classroom, it turns out that the student cannot articulate a single complete sentence correctly, why? Is it that the student has not received good teaching? Or is it that learners themselves have no interest in learning?

From the methodological point of view, this study promotes the enhancement of the communicative and auditory skills demanded by language since they are considered as mental processes for reasoning, as well as, for obtaining information and making decisions. Likewise, the communication between individuals is favored by the efficient use of the language in controversial situations that might be presented, because this efficient use of communication will provide knowledge and language learning process awareness, which will allow individuals and learners to get in contact with people from other cultures and different languages to communicate and acquire knowledge (Ahmed, 2018).

Another aspect of vital importance in language learning is motivation. It is everything that makes the human being behaves in a certain way to achieve some goals. Within a subject as important as English, motivation plays a crucial role, since there are many students who do not like to practice it, or simply see it as complicated or unhelpful, that is why learners need to have a stimulus that allows them to open the door to this new experience, that they can learn it with pleasure and with the firm idea that it will serve them for life (Al-Hadithy, 2015).

Regarding the educational practice, this research is intended to involve values and develop positive attitudes towards the use of language in learners, requiring the use of adequate planning of teaching strategies that allow the development of communicative skills to understand, associate, analyze and interpret the acquired



knowledge. Learners have to face their environment and solve their own problems that demand the subject or their personal life (Sharma, 2018).

### **1.3 Objectives**

#### **1.3.1 General Objective**

- To determine the effect of using British Broadcasting Corporation (BBC) authentic videos in the development of the speaking skill.

#### **1.3.2 Specific Objectives**

- To detect the speaking proficiency level of the students.
- To identify appropriate British Broadcasting Corporation (BBC) authentic videos to develop students' speaking skill.
- To assess the effectiveness of using British Broadcasting Corporation (BBC) authentic videos in the development of students' speaking skill.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 Research background

Videos are among the most influential and authentic tools in foreign language learning. Considering the relevance of this topic in language education, a literature review was conducted and recent studies related to this research were found.

Rosa (2018) developed a study to find out whether or not offline videos had an effect on students speaking skill. This research was carried out at SMA Islam AlFalah Jambi City. A quasi-experimental design was conducted, and the data was collected from two groups: experimental and control group. The sample consisted of 143 students who were classified into six classes. A cluster sampling was used. The data was collected through the application of a pre-test and a post-test to the students. , The experimental class received treatment and was taught by using offline videos as media in the teaching learning process, meanwhile, the control class was taught without media. The result of the paired sample test showed that significant level in experimental class between pre and post-test is  $0.000 < 0.05$ . In the control class showed that the paired sample test is  $0.004 < 0.05$ . The result of the independent sample t-test showed that the significant level is  $0.010 < 0.05$ . The degree of freedom (df) was 70. The  $H_0$  was rejected and the alternative hypothesis ( $H_i$ ) was accepted and the offline video that can be used to help the students in learning, especially in learning speaking.

Muslem, Mustafa, Usman, & Rahman (2017) conducted a research with the purpose of analyzing whether the application of video clips with small groups or with individual teaching-learning activities improved the speaking skills of young EFL learners. A quasi-experimental study with a pre-test and a post-test design was done. A test in the form of the interview was used to collect the data. The results showed that the mean score from the students in the Small Group

Activities group at 67.27 was higher than the mean score from the Individual Activities group at 51.29 with a level of significance  $0.00 < 0.05$ . This meant that the application of video clips and teaching-learning Small Group Activities gave better results than teaching with Individual Activities. The results suggested that teaching-learning speaking ESL with video clips using Small Group Activity techniques could be one of the best alternatives to improve young learners' speaking performances.

Djahida (2017) developed a research aimed to investigate the role of using educational *YouTube* videos to improve EFL learners' speaking skill. In order to achieve the objectives of this study, a descriptive method was adopted. Two variables were described: educational YouTube videos as the independent variable and speaking skill as the dependent one. To collect the data, a questionnaire was administered to 10 teachers who have taught Oral Expression module and another questionnaire was administered to 60 second year EFL students of English who were chosen randomly at the English Division of Biskra University during the academic year 2016/2017. After analyzing the obtained data, the results positively confirmed that both learners and teachers have a positive attitude towards the use of YouTube videos as tools to improve and develop speaking skill.

Cabrera (2017) conducted a research aimed at determining the influence of authentic audio-visual material on the oral skills of the third level students (B1) of the Language Center of the Technical University of Ambato. Through surveys as data collection instrument applied to students and teachers of the third level (B1), it was possible to collect the necessary information in order to demonstrate the lack of authentic audio-visual material within the classroom that promotes the development of the oral production of students. The results were analyzed through the Chi square statistic to verify the validation of the hypothesis. With a population of 103 students and 3 teachers, the research has been conducted demonstrating the impact that authentic audio-visual material generates within the classroom and the benefits it provides in the development of oral skills by encouraging the students' communicative process in the English language. In

conclusion, it was found that the use of authentic audio-visual material is very limited so that there is no good oral development in the students.

The studies previously described are related to this study since they validate the use of BBC videos as authentic material to develop the speaking skill. They are particularly popular in language education because they provide students with auditory, visual, contextual, verbal, and non-verbal sources of input, which can encourage the improvement of oral expression.

## **2.2 Philosophical foundations**

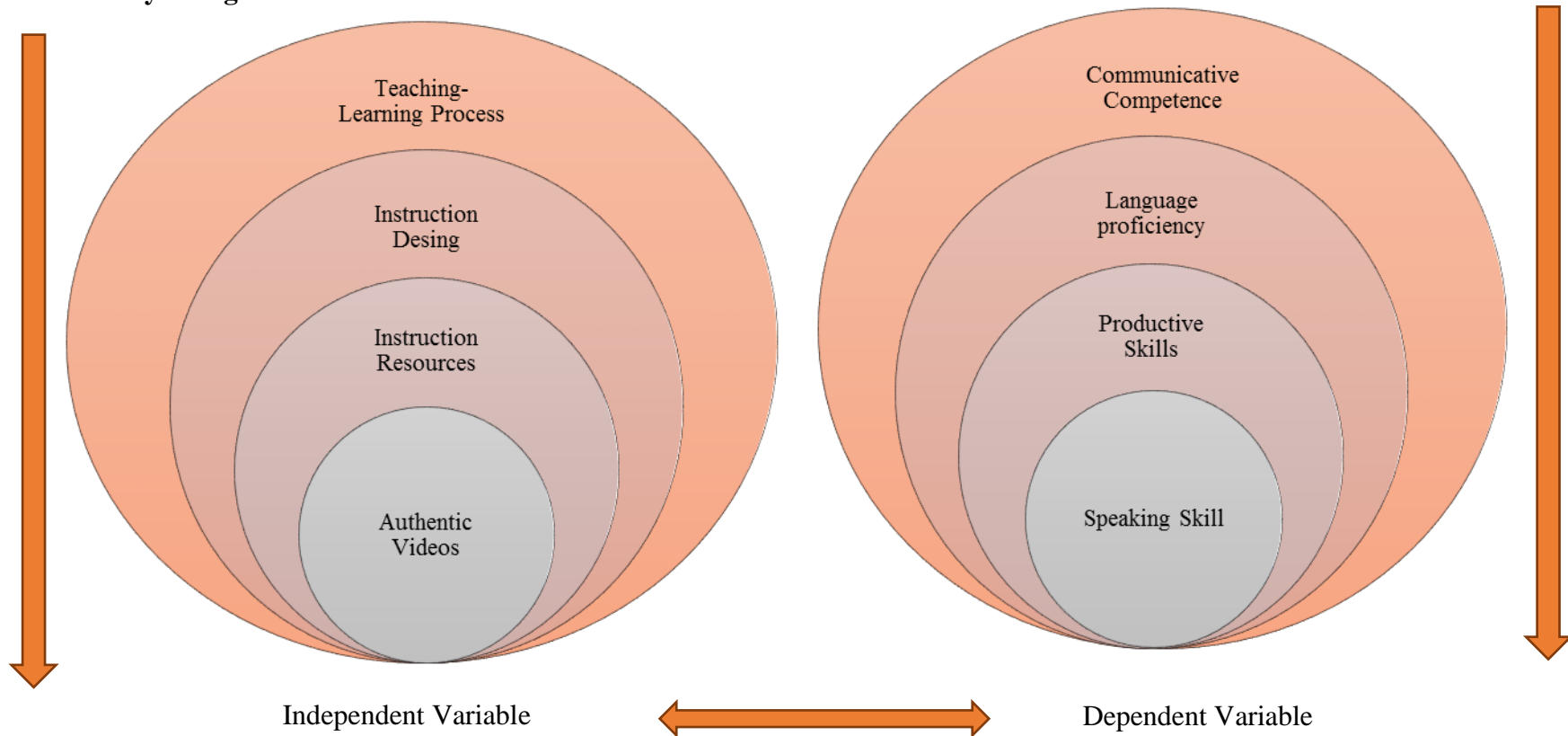
The new paradigms generated by the advance of science and technology in recent times, contribute to change human perceptions about themselves, the way people interact and the way people relate to nature. Currently, the Internet, the diversity of communication tools, and the development of new technologies offer a variety of resources and materials to facilitate the teaching and learning process. According to Akbari & Razavi (2016), authentic material provides the learners with many significant experiences based on trials from the real world and actions. They also promote them with high motivation and interest in language learning and encourage the development of communicative competence. These experiences are achieved by the use of the Internet and a variety of communication, visualization, and simulation technologies.

## **2.3 Legal basis**

The Acuerdo Ministerial MINEDUC-ME-2016-00020-A (2016) established the compulsory nature of the teaching of English from the 1st year of Basic General Education for the entire educational system in Ecuador. With this regulation, it is sought that the Ecuadorian students at the end of the 3rd year of high school are expected to reach the level B1 according to the Common European Framework of Reference, which means that learners are able to read and write without difficulty.

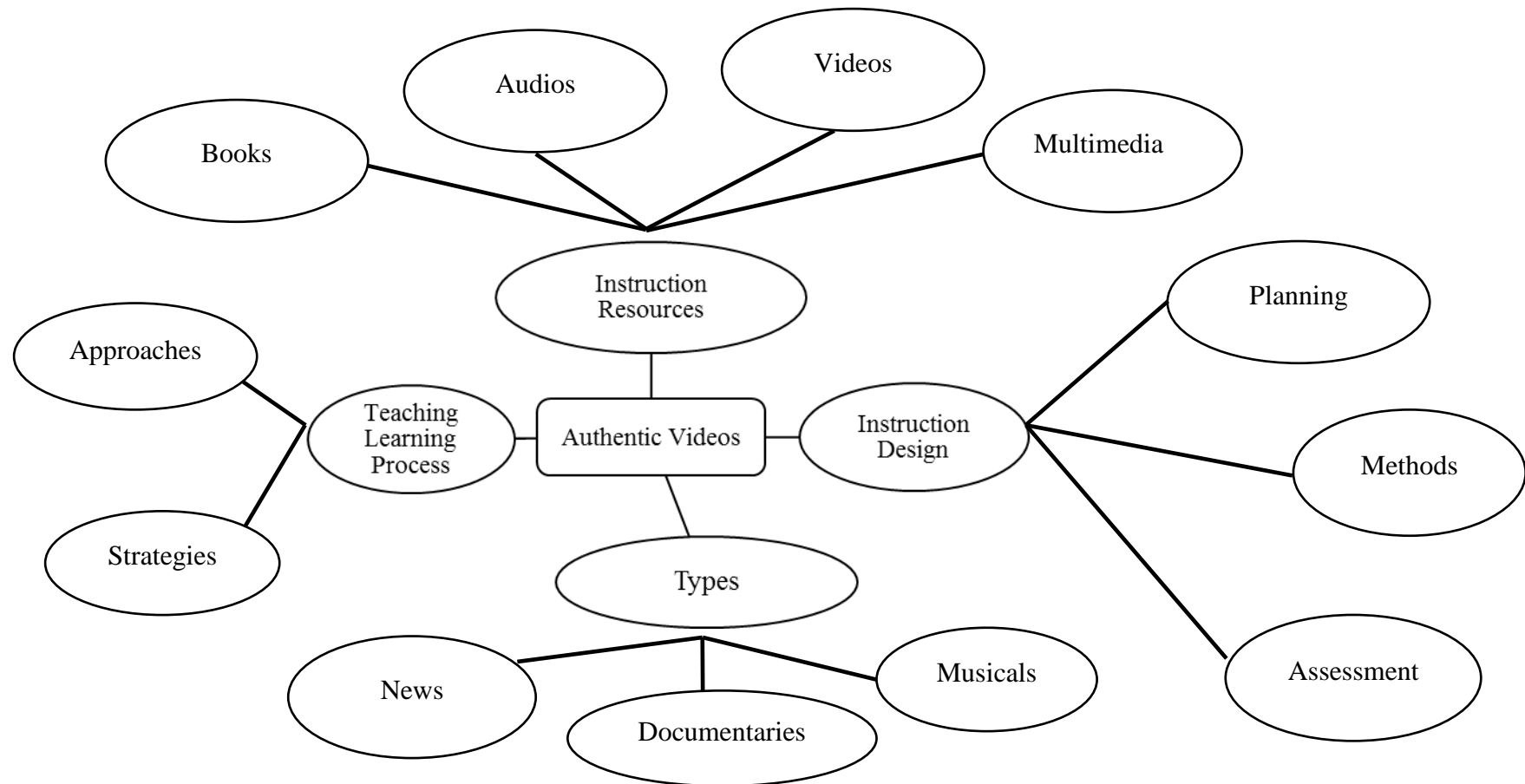
Besides this, the Article 31 of the Reglamento de Régimen Académico del Consejo de Educación Superior (2017) establishes that the learning of a foreign language is mandatory in all higher levels. Although it may or may not be part of the syllabus in a degree program or major, students will have to take a sufficiency test before the student enrolls in the last regular academic period of the respective degree. The level of proficiency will be assessed through a test that will be mandatory to continue with their studies. For students in the different majors of universities, the level required is B2 according to the Common European Framework of Reference for languages. Therefore, it is essential to focus on the development of the four language skills since the basic levels of education in order to achieve the requirement.

## 2.4 Key Categories

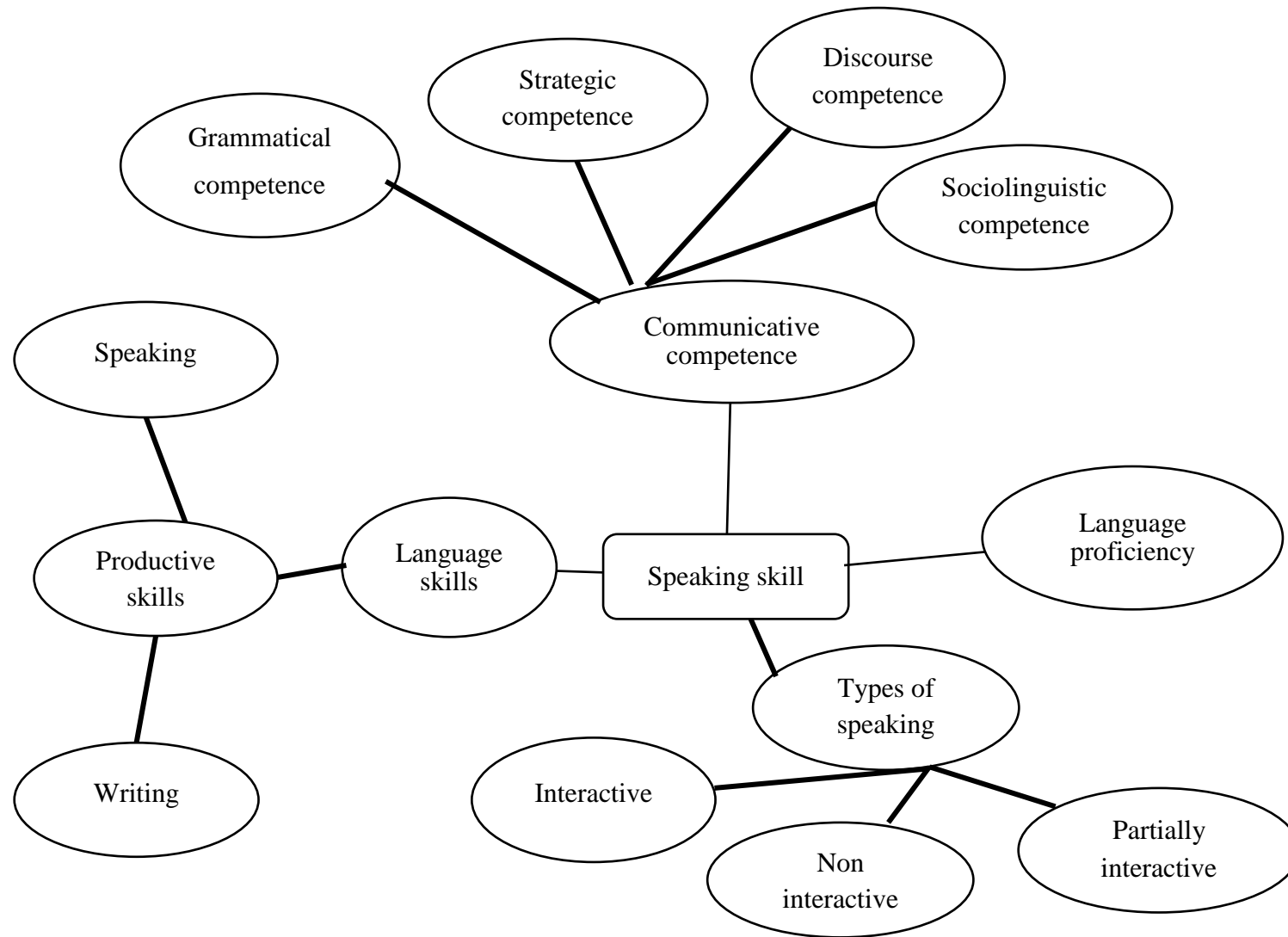


*Figure 1. Key Categories*  
*Source: Research Insights*  
*Elaborated by: Zurita, C. (2019)*

### 2.4.1 Independent variable interrelated graphics



### 2.4.2 Dependent variable interrelated graphics





## **2.5 The theoretical basis of the independent variable**

### **2.5.1 Teaching-learning process**

The teaching and learning process is the path that connects theory and practice, through the different activities and resources used in the classroom and consists of developing skills (Hirst, 2006). The teaching and learning process contains four important features: discussion, interaction, adaptation, and reflection. All of the aspects mentioned have a relationship to teaching-learning outcomes, instruction design, learning environment, students learning approach and input aspect (KPMG, 2018). According to this information, the teaching-learning process applied in the classroom can be defined as a procedure that helps students in the development, improvement, and acquisition of new meanings through different activities and materials (The National Academy of Science, Engineering and Medicine, 2000).

Learning is a change. The change occurs by developing a new skill, understanding a scientific law or changing an attitude. Learning is a relatively permanent change and usually occurs intentionally. Teaching, for its part, is outside the learner, this is a set of events which are designed to support the internal process of learning. Learning, conversely, is internal to learners (Haber-Curran, 2015).

On the other hand, Ceranic (2009) refers to teaching as the strategies, techniques and approaches used by teachers in order to help in the learning process. It has been stated that teaching contains some characteristics such as class managing, questioning techniques, lesson planning and teaching strategies.

### **Approaches**

In the last half-century, different second language teaching methods have been applied. All these methods are about the nature of language and language learning that works as the basis of practices and principles in language teaching (Ariza,

Morales-Jones, Yahya, & Zainuddin, 2016). A brief description of these methods is presented below.

**The Direct Method:** The direct method appeared in the 1890s mainly as a response to the perceived inability of the grammar-translation method to teach learners to naturally communicate. According to the arguments presented, the grammar-translation method was replaced because learners were taught how to use the target language but not how to speak it (Richards & Rodgers, 2014). In the direct method, the mother tongue is forbidden and there is no translation and learners communicate entirely using the target language (Celce-Murcia, 2001). Grammar is deduced and listening and speaking are considered the most important skills to develop. Visual aids and miming are used to teach vocabulary (Ariza, Morales-Jones, Yahya, & Zainuddin, 2016).

**Grammar-translation:** The grammar-translation method is a method of teaching foreign languages developed in Germany during the 18th and 19th centuries and was adopted for teaching the classical languages, Latin and Greek. These languages were taught by reading and translating texts extracted from classical literature, which was similar to the grammar-translation method (Cook, 2016). In grammar-translation classes, students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language (Matamoros-González, 2017). The method has two main goals: to help students to be able to read and translate literature written in the target language and to promote students' intellectual development. When using this approach, lessons are taught in the students' native language (Ariza, Morales-Jones, Yahya, & Zainuddin, 2016).

**The Natural Approach:** The natural approach is aimed to develop communicative skills. It focuses on communication rather than its form. This method is intended to promote the acquisition of vocabulary as fast as possible (Mani, 2016). Texts are used by the teacher to introduce the vocabulary and structures, the students are requested to repeat this every day. In the natural

approach, speech production comes gradually and is never forced (Richards & Rodgers, 2014). The early speech goes through natural stages: yes or no answers, one- word answers, lists of words, short phrases, and complete sentences (Ariza, Morales-Jones, Yahya, & Zainuddin, 2016).

**Audio-lingual:** The principal action in this method is that students listen to recordings or watch videos of language model performing real situations (Ghofur, 2017). This method is also called the silent method since the teacher cannot speak; the classroom is only for the students to explore the language allowing them to develop their own criteria and correct their own mistakes (Richards & Rodgers, 2014). They mainly learn by repetition, they repeat words when they appear. They also learn to replace words and rephrase utterances (Ariza, Morales-Jones, Yahya, & Zainuddin, 2016).

**Suggestopedia:** Language learning occurs in a comfortable atmosphere. In order to acquire language, the learner must be receptive (Arslan, 2017). Baroque music plays an important role during the teaching process, it produces mental relaxation, and therefore mental blocks to language learning disappear. Music is softly played in the background with the purpose of help learner to retain new information during the class (Richards & Rodgers, 2014). Reading before sleeping and before they get up is frequently practiced (Ariza, Morales-Jones, Yahya, & Zainuddin, 2016).

**Total Physical Response (TPR):** TPR is a method created to coordinate speech with actions and body movements such as sit down, open the windows; close the door etc. (Kuo, Hsu, Fang, & Chen, 2014). Furthermore, second language learning is similar to the development of the first language that means a process of understanding before developing listening and speaking (Er, 2013). TPR was developed to reduce stress in people who are learning a foreign language. TPR is used to teach speaking to beginners (Ariza, Morales-Jones, Yahya, & Zainuddin, 2016).

**Communicative Language Teaching (CLT):** It focuses on communication skills through the encouragement of interaction in the target language (Farooq, 2015). To produce effective communicative proficiency in the language the teacher focuses on meaning and functions of language and the teacher is the facilitator in language acquisition (Richards & Rodgers, 2014). Through this method, many resources can be used to develop the language as role-plays, group and pair work, magazines, newspapers, all authentic materials (Ariza, Morales-Jones, Yahya, & Zainuddin, 2016).

### **Strategies**

Strategies define the procedure that describes how the content is prepared during the teaching process (Abrami, Bernard, Borokhovski, Waddington, & Wade, 2015). The importance of knowing and using speaking strategies is to help students improve their language development in order to encourage effective spoken communication (Mahmoud, 2014). A list of strategies to develop speaking is shown as follows.

#### **Conversation:**

It is an informal talk between two or more people (Hansen, 2018). Conversation is the most usual type of spoken discourse (Adler, Rodman, & Du Pré, 2016). It is a complex activity, even in the first language. In this kind of talk, difficulties are caused and face by both the speaker and the listener (Mahmoud, 2014).

#### **Discussion:**

It is the form of extended conversation, where learners talk together about what they have learnt, how to find something out, how to plan an activity, or how to solve a problem (Abdulbaki, Suhaimi, Alsaqqaf, & Jawad, 2018). Discussion develops students' confidence, stimulates critical thinking, and encourages cooperation and active learning. The discussion is one of the most challenging teaching strategies (Yusuf, Guga, & Ibrahim, 2016). Through discussions human

beings can learn how to make meanings, to construct a worldview, and to provide a meeting place of various modes of imagining (Mahmoud, 2014).

### **Role-play:**

It is a strategy designed for the participants to act out specified roles, often within a predefined social framework or situational blueprint (Newberry & Collins, 2017). In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Role-play helps students to be prepared for specific roles in their lives, to use functions and structures vocabulary that have been already introduced, learn how interaction might take place in different daily life situations (Rumore, Schenk, & Susskind, 2016). Role play develops fluency in language students, promotes interaction in the classroom, and increases motivation (Mahmoud, 2014).

### **Simulations:**

These are very similar to role-plays but are more elaborated. A simulation is a game that involves a hypothetical set of circumstances similar to those a negotiator is likely to confront in the real world (Rumore, Schenk, & Susskind, 2016). In simulations, students bring items to the class to create a realistic environment. These simulations entertain students, motivate them and increase their self-confidence (Vlachopoulos & Makri, 2017). Simulations are used when the real context is overly complex, dangerous, impractical or costly for the learner to experience (Mahmoud, 2014).

### **Information Gap:**

It is transmitting, communicating and sharing information that happen within organized activities in pairs, small or large groups. Activities include instructions (giving directions), descriptions, comparisons, and narrations (Golman & Loewenstein, 2015). One student will have the information that the other partner does not and the partners will share their information. Information gap activities

can solve a problem, collect information and give a chance to everybody to talk (Mahmoud, 2014).

### **Brainstorming:**

Brainstorming is a strategy for producing creative ideas in group idea-generation sessions. Students can produce ideas in a limited time for solving a problem (Hashempour, Rostampour, & Behjat, 2015 ). The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas. It is used in individual, in pairs or in groups (Van de Kamp, Admiraal, & Rijlaarsdam, 2016). Brainstorming by categories is an excellent way to generate a speech topic, and it provides more structure than free association (Mahmoud, 2014).

### **Storytelling:**

It is relating a tale to one or more listeners through voice and gesture. It is not the same as reading a story aloud or reciting a piece from memory or acting out a drama (Ma, et al., 2017). Students can summarize a story they heard using their own language (Barraja-Rohan, 2015). Storytelling fosters creative thinking, and helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have (Mahmoud, 2014).

### **Interviews:**

It is a strategy in which each pair of students prepares a speaking time during which they ask each other questions about their lives and interests (Poonpon, 2017). An interview is a complex social interaction in which a person is trying to learn about another person's experiences or thoughts on a specific topic (Banditvilai, 2016). Interviews give students the chance to practice their speaking ability inside and outside the classroom (Mahmoud, 2014).

### **Story Completion:**

Students sit in a circle to practice free-speaking activities. The teacher starts to tell a story, but after a few sentences, he stops narrating. Then, students structure the story (Ahmed, 2018). Completion transmits from point to point at which a possible next speaker may seek to affect transition. The second student starts narrating from the point where the first student stopped (Mahmoud, 2014).

### **2.5.2 Instruction design**

Instruction design is defined as a methodical procedure in which educational programs are developed for a learner-centered rather than the traditional teacher-centered approach to instruction so that effective learning can take place (Abrami, Bernard, Borokhovski, Waddington, & Wade, 2015). This means that all the component of the instruction is ruled by the learning outcomes, which have been determined after a thorough analysis of the learners' needs (Ballantyne & Rivera, 2014). The instructional design aims at the improvement of learning and influencing the learners' motivation and attitudes in such a way that they can achieve a deeper understanding of the subject matters to be learned (Seel, Lehmann, Blumschein, & Podolskiy, 2017).

#### **Planning**

The main purpose of instruction design is the development of learning environments based on theories of learning and teaching that guarantee the quality of teaching (Ballantyne & Rivera, 2014). Concerning this basic understanding, the instructional design contains the complete process of planning that starts with the analysis of needs and objectives along the development of instructional materials until the point of implementation and evaluation of the effectiveness (Bušljeta, 2014). The planning level contains the overall specification of objectives as well as the agreement on strategies, tactics, and operations of planning. On the other hand, the scope of planning encompasses the different components and phases of planning, such as the composition of a learning environment and its assessment (Seel, Lehmann, Blumschein, & Podolskiy, 2017).

## **Methods**

Teaching methods are the instructional approaches focused on the achievement of program objectives (Cook, 2016). Teaching methods are appropriate when they meet the program objectives and are compatible with the characteristics of the student population (Richards & Rodgers, 2014). In order to choose teaching methods, general decisions have to be made, regarding the relative importance attached to program components such as training sessions, laboratories and, specific educational decisions which apply to each individual learning activity (Seel, Lehmann, Blumschein, & Podolskiy, 2017).

## **Assessment**

Speaking can be assessed in different forms, alternating from more simple ones like pattern drills to practice contextualized minimal pairs to more complex ones like social-interactive tasks (debates, role-plays and/or interviews). There are other tasks to measure the students' speaking proficiency like pair and/ or group tasks, description or comparison tasks, opinion-expressing tasks, storytelling tasks. To measure student performance on speaking assessments a rating scale, sometimes referred to as a scoring rubric or proficiency scale is commonly used (Srikaew, Tangdhanakanond, & Kanjanawasee, 2015).

### **2.5.3 Instruction resources**

Instruction resources can be defined as the resources of presentation and transmission of the prescribed educational material. These include, amongst others: videos, images, maps, photographs, sketches, diagrams, films and written material (Bušljeta, 2014). The importance of these resources is further evidenced by today's media such as television, computer games, and the internet; all these materials are used with instructional purposes (Ahmadi, 2018). The purpose of utilizing teaching and learning resources in class is to support the teacher with educational content previously selected to achieve educational objectives, whereas



helping the students in acquiring knowledge and improving different abilities (Anyim, 2018). Multimedia, audios, videos, and books represent these resources.

### **Multimedia**

Surjono (2015) defines multimedia as a combination of text, graphics, animation, pictures, video, and sound to present information in an intelligible manner. Multimedia has the potential and would prove to be one of the powerful tools that could assist library user educators in enhancing their professional capacity and also enable the student and users to achieve their educational and information goals (Yang, He, Lin, & Lv, 2017). Multimedia technologies evolved to become the most highly employed instructional resources used across the globe for effective teaching and learning due to its rich combination of text, graphics, audio, video, and animation in the transmission of information or knowledge (Mayer, 2017).

### **Audios**

Audio clip for multimedia instruction could be a voice narration of text, graphics, video, or animation (Berk, 2009). The audio component of multimedia has been found useful in teaching and learning in education since it makes teaching and learning easy and interesting (Çakir, 2006). Audio could be music, speech or any other sound that the computer converts from analog sound/waves into a digital format. Sound helps in providing an additional element to multimedia (Surjono, 2015).

### **Videos**

Madu and Nwangwu (2014) define videos as integration of text, audio, static and motion pictures for the presentation of information. In the instructional context, using video materials provides different types of learners with multiple methods of simultaneous learning that also extends their language experience (Berk, 2009). Videos introduce learners to a wide selection of real-life language experiences that

enriches their learning environment and contextualizes their learning process (Mayer, 2017).

## **Books**

The textbook is very important on the part of teaching and learning. Books are instruments of culture and indispensable aids to personal cultivation (Akbari & Razavi, 2016). The textbook plays an important role in teaching and learning since it represents a useful resource for both teachers as course designers and learners as persons who are acquiring knowledge. The textbook is a book used as a standard source of information for the formal study of a subject and an instrument for teaching and learning (Wong & Li, 2016). It should be regarded as one of the many sources teachers can draw upon in creating an effective lesson and may offer a framework of guidance and orientation. (Gak, 2015).

### **2.5.4 Authentic videos**

Authentic videos are genuine videos created for native speakers, not for language students (Ahmed, 2017). The implementation of authentic videos such as films or news in English lessons has demonstrated the significant effects of learners' motivation and language skills development (Mayer, 2017). Authenticity implies a real language which is unlikely to be simplified or spoken slowly by non-native speakers (Kim, 2015).

#### **Types of authentic videos**

In recent times language teaching has become more focused on technology. Nowadays, computers, audio-video equipment, and other resources have increased the opportunities for language proficiency development in a modern classroom (Kim, 2015). As a result, materials selection has become much varied. The diversity of materials can be chosen to teach a lesson and video is one of the most relevant (Ahmed, 2017). Here are examples of types of authentic videos:

**News:** News is the report of a current event, something that was not known, information of recent events and happenings in a newspaper, television, radio or internet (Brown, 2017). Video news can be used to encourage students to learn English via authentic multimedia online resources, enriching their English vocabulary and enhancing their listening and speaking skills (Harcup & O'Neill, 2016).

**Musicals:** A musical is a show with dance, songs, and dialogue between characters that tells a story (Skweres, 2016). Whether it is a love story or a historical story, its main aim is to entertain the audience (Burnett, Daniels, & Sawka, 2016). Nowadays numerous movies are made as musicals and these have become propitious resources to teach a language (Jacques, 2018).

**Documentaries:** A documentary film is defined as a theatrically released nonfiction motion picture dealing creatively with cultural, artistic, historical, social, scientific, economic or other subjects (Selvarajan & Thiyagarajan, 2018). It may be photographed in actual occurrence or may employ partial reenactment, stock footage, stills, animation, stop-motion or other techniques, as long as the emphasis is on fact and not on fiction (Akbari & Razavi, 2016). This kind of authentic videos is highly recommended to use in language lessons to enhance vocabulary learning and speaking and listening abilities (Academy of motion pictures arts and science, 2018).

**British broadcasting corporation (BBC):**

The BBC is a corporation that was established to provide the facilities for commercial television companies. Nowadays almost every family receives terrestrial television channels (Rogers, et al., 2017). On its television channel, the BBC tends to offer programs of above-average intellectual and cultural interest. The BBC also provides a 24-hour news service and a channel devoted to live proceedings of Parliament to people able to receive satellite, cable, or digital television services (Harcup & O'Neill, 2016). In addition, BBC Radio operates a comprehensive external service, broadcasting around the world in more than 40

languages, as well as a world service in English 24 hours a day (British Broadcasting Corporation, 2019).

Both the BBC and terrestrial commercial channels supply educational programs for schools and for adult studies. The Open University, offering degree courses to people who lack formal academic qualifications, uses educational programs that are broadcast by the BBC; these programs are backed by correspondence courses. (British Broadcasting Corporation, 2019).

## **2.6 The theoretical basis of the dependent variable**

### **2.6.1 Communicative competence**

Ahmed (2018) defines communicative competence as the “competence to communicate” that is, having the ability that allows the person to communicate in order to fulfill communicative needs. The communicative competence does not only represent the grammatical competence but also the sociolinguistic competence (Cazden, 2017). A person becomes competent in the language when develops the ability to use it for communication (Savignon, 2018).

#### **2.6.1.1 Components of communicative competence**

Ahmed (2018) describes the components of communicative competence:

**Grammatical competence:** This competence includes knowledge of lexical items, rules of morphology, syntax, grammar, and phonology. This knowledge is similar to Hymes’ linguistic competence and considered as a part of the communicative competence as it represents the underlying system of the language and how to determine and express accurately the literal meaning of the utterance (Savignon, 2018).

**Strategic competence:** This component is made up of verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication (Ahmed, 2018). These communication

breakdowns may be due to insufficient linguistic or sociolinguistic competence (Savignon, 2018).

**Discourse competence:** Represents the ability to combine language structures and language functions into a coherent and cohesive text (Ahmed, 2018).

**Sociolinguistic competence:** This component of the communicative competence is made up of sociocultural rules of language use (Ahmed, 2018). This knowledge is very important in interpreting and producing utterances in a social context. The knowledge of social rules is essential for producing and understanding utterances that are appropriate to the context in which language is used (Savignon, 2018).

### **2.6.2 Language proficiency**

Language proficiency is a measurement of how well an individual has learnt a language (Hulstijn, 2015). Proficiency is measured in terms of receptive and expressive language skills, syntax, vocabulary, semantics, and other areas that demonstrate language abilities (Beyersmann, Casalis, Ziegler, & Grainger, 2015). There are four domains to language proficiency: reading, writing, speaking and listening (Ballantyne & Rivera, 2014).

In order to measure language proficiency there are three distinct frameworks for describing language learners' level: the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines (2018); the International Second Language Proficiency Ratings (ISLPR) (2018); and the Common European Framework for Languages (CEFRL) (2018).

In Ecuador, language proficiency is measured based on the Common European Framework for Languages. In this context, students are expected to achieve English Language Learning Standards (ELLS) at the end of a proficiency level in terms of knowledge and skills gained throughout the process.

The proficiency levels set by the Common European Framework for Languages (CEFRL) are A1, A2, and B1, the progression of the levels can be seen as follow:

- Level A1: At the end of 9th year Educación Básica General
- Level A2: At the end of 1st year Bachillerato
- Level B1: At the end of 3rd year Bachillerato

The English Language Learning Standards are developed according to the communicative language components and the four language skills aforementioned: Listening, speaking, reading and writing.

Being proficient in a language is important because people can have more opportunities for getting a better education, better jobs, and social position. Those residents of different national backgrounds that have developed language skills mean higher levels of integration (Society, 2017).

### **2.6.3 Language skills**

Language instructors have always used the concepts of four basic language skills: Listening, speaking, reading, and writing. These four language skills are also called the "macro-skills" (Ballantyne & Rivera, 2014). This is contrary to the "micro-skills", which are things like grammar, vocabulary, and pronunciation (Aydoğan & Akbarov, 2014).

The four basic skills are related to each other by two parameters: the mode of communication: oral or written and the direction of communication: receiving or producing the message (Hulstijn, 2015). Listening comprehension and reading are receptive skills. Speaking and writing are productive skills (Aydoğan & Akbarov, 2014).

### **2.6.4 Productive skills**

Speaking and writing belong to productive skills. Speaking is completed via vocabulary, grammar rules, rhythm, and intonation and it indicates the students' linguistic competence, pragmatic competence and the ability to use these two kinds of competences (Hulstijn, 2015). Writing requires more logical thinking and complicated grammatical structures (Nan, 2018).

In other words, productive skills are also called active skills and mean the communication of information produced by a language user in either spoken or written form (Moeller, 2015). Productive skills need the support of receptive ones to exist. Listening and reading represents the reception of grammar structures, passive vocabulary lists, heard and repeated sounds of a foreign language in order to reproduce them later, through writing or speech (Golkova & Hubackova, 2014).

### **2.6.5 Speaking skill**

Speaking skill is the ability to express oneself in life situations, or the ability to report acts of situations or phrase words, or the ability to express a sequence of ideas fluently (Ahmed, 2018). The teacher's first task in teaching speaking is to encourage the students to express their ideas and feelings freely while motivating them to be involved in constant practices of English communication (Ballantyne & Rivera, 2014). Speaking has acquired great importance along the history of English teaching since it is referred to as an interactive process of constructing meaning that involves producing, receiving and processing information (Lumettu & Runtuwene, 2018).

### **2.6.6 Types of speaking**

There are three types of speaking situations (Babiker, 2018).

#### **Interactive:**

Interactive speaking situations include face to face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner (Babiker, 2018). It commonly contains face to face interaction, it happens as a part of a dialogue in communication, and what is said is dependent on the understanding of what else said in the interaction.

**Partially interactive:**

Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech (Babiker, 2018). The speaker nevertheless can see the audience and judge from the expression on their faces and body language whether or not he or she is being understood (Ahmed, 2018). When giving a speech to a live audience, during the conversation the audience does not interrupt the live speech (Beyersmann, Casalis, Ziegler, & Grainger, 2015).

**Non-interactive:**

Few speaking may be totally non-interactive, such as when recording a speech for a radio broadcast (Babiker, 2018). Some speaking situations are totally non-interactive, especially, when recording underlies speech from radio broadcast where interpreting underlies listening (Cook, 2016).

**2.6.7 Speaking sub-skills:**

Mahmoud (2014) described the speaking sub-skills as follows:

**Fluency:** Can be defined as the features of a second language oral performance that serve as reliable indicators of how efficiently the speaker is able to perform a communicatively acceptable speech act (De Jong, Groenhout, Schoonen, & Hulstijn, 2015). It is the ability to describe and report actions or situations in precise words (Nation, 2017). People can be said as fluent speakers if their speaking includes the pauses management by, fit timing, correctness fill, meaningful transition points and words between pauses (Mahmoud, 2014).

**Pronunciation:** Pronunciation is defined as the student's ability to produce comprehensible and significant sounds in terms of pure sounds and meaningful sounds in contexts (Mahmoud, 2014). Therefore, poor pronunciation may make the conversation frustrating and unpleasant for both the speaker and the listener as well. So it is important to master the pronunciation habits for better learning of the



language (De Jong, Groenhout, Schoonen, & Hulstijn, 2015). Understanding the components of pronunciation is not enough for learning the language but also to convey meanings, learners should be aware of what to pay attention to (Nation, 2017).

**Grammar:** Grammar is a system of rules governing the structure and arrangement of language (Richards & Rodgers, 2014). The purpose of grammar is to facilitate the mapping between form and meaning and it is needed to be able to speak and write properly (Mahmoud, 2014).

**Vocabulary:** Vocabulary is one of the most important features to be taught in second/foreign language class since it is the basis of the speech (Solak & Cakir, 2015). The purpose of vocabulary development is to help students become independent learners to infer or learn the meaning of unknown words (Mahmoud, 2014).

## **2.7 Hypothesis**

The use of British Broadcasting Corporation (BBC) authentic videos influences the development of the speaking skill.

## **2.8 Signaling hypothesis variables**

**Independent Variable:** British Broadcasting Corporation (BBC) authentic videos.

**Dependent Variable:** Speaking skill.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 Approach**

This is a mixed research of a descriptive study, because it combines a quantitative research methodology that includes collecting, analyzing and reporting data, such as experiments (which is evaluated by administering a pre-test and a post-test) with a qualitative research approach, which is focused on interviews to know qualities, characteristics, descriptions of students and teaching resources (BBC authentic videos). This research approach was used because integration offers a better understanding of the problem than qualitative or quantitative approach alone.

This research is a quantitative study because data were collected through a survey, which was applied to EGB students who participated in the teaching proposal. This survey was analyzed using descriptive statistics techniques. Moreover, a pretest and a posttest were conducted to all the participants of the study. Their results were analyzed by using both descriptive and inferential statistics techniques.

It is qualitative because these kinds of studies are characteristic of human sciences, such as Education and Language teaching. This approach pursues to comprehend social phenomena through analytical observation of the interaction in natural environment (McCusker & Gunaydin, 2015). Moreover, the research problem was described in detail during the whole research process, so this is a descriptive investigation.

#### **3.2 Basic method of research**

Firstly, this is a quasi-experimental research since it is an empirical study that is used to determine, above all, social variables (Campbell & Stanley, 2015). This quasi-experimental research is the one in which there is an exposure, a response

and a hypothesis to contrast, but the subjects are not randomly assigned into the experimental and control groups. The groups were chosen intentionally from the classes, which the researcher is in charge.

This research is also a field research because data were collected directly in the Institution where participants study. The study was carried out at Unidad Educativa Primicias de la Cultura de Quito with students of 8<sup>th</sup> grade EGB who provided the information required for the development of the study.

### **3.3 Level or type of research**

This is a descriptive study that investigates the effect of the use of BBC authentic videos in the development of the speaking skill of 8<sup>th</sup> graders. The population involved in this descriptive project belongs to the educational area. Descriptive research can be either quantitative or qualitative. According to Nassaji (2015), a descriptive research is often used as an antecedent to quantitative research designs, it represents the general panorama intended to give some valuable advice about which variables are worth trying quantitatively. On the other hand, descriptive study is usually associated with qualitative research by which qualitative data collection and interpretation is based on the natural setting where the study was carried out without changing the environment (Omair, 2015).

It is a descriptive study because the speaking performance of the students in Fluency, Pronunciation, grammar and vocabulary used were described.

### **3.4 Population**

The population of this study was represented by 50 students of 8<sup>th</sup> grade from Unidad Educativa “Primicias de la Cultura de Quito.” Considering it is a quasi-experimental study, the population was divided into experimental group and control group. The experimental group consisted of 25 students and the control group consisted of 25 students as well. These participants are the target to

determine the effect of using authentic videos in the English class to develop the speaking skill.

Table 1

*Population*

Population	Frequency	Percentage
Control group	25	50%
Experimental group	25	50%
TOTAL	50	100%

*Source:* Students' school register

*Elaborated by:* Zurita, C. (2019)



Elaborated by: Zurita, C. (2019)

Table 3

*Dependent variable*

<b>Dependent Variable:</b>	<b>Dimensions</b>	<b>Indicators</b>	<b>Items</b>	<b>Techniques</b>	<b>Instruments</b>
<p><b>Speaking Skill</b></p> <p><i>Characterization</i></p> <p>This productive skill consists of constructing meaning to achieve the communicative competence by producing, receiving and processing information focused on the development of speaking sub-skills such as fluency pronunciation, grammar, and vocabulary.</p>	Productive Skill	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> </ul>	<p><b>Part 1:</b> Answering questions</p> <p><b>Part 2:</b> Making decisions</p> <p><b>Part 3:</b> Describing a picture</p>	<p>Pretest</p> <p>Posttest</p>	<p>Rubric</p>
	Communicative competence	<ul style="list-style-type: none"> <li>• Grammatical competence</li> <li>• Strategic competence</li> <li>• Discourse competence</li> <li>• Sociolinguistic competence</li> </ul>			
	Speaking sub skills	<ul style="list-style-type: none"> <li>• Fluency</li> <li>• Pronunciation</li> <li>• Grammar</li> <li>• Vocabulary</li> </ul>			

Elaborated by: Zurita, C. (2019)

### **3.6 Collection of information**

A survey consisted of nine yes-no and single selection questions was used to collect information from the students (See Appendix A). This questionnaire aimed to identify appropriate British Broadcasting Corporation (BBC) authentic videos to develop students' speaking skill and discover how the students of English as a foreign language deal with this interesting subject. Considering this study aimed to determine the use of authentic videos in English language class and aimed to see at what extent they were beneficial for the learners in speaking skill. This information helped eventually to plan a suitable strategy for that population.

The information about the speaking proficiency level was collected through the implementation of a pretest and a posttest. This test based on level A1 of the CEFRL consisted of 1 task divided into 3 parts in which the students were required to respond to different questions about daily life situations. Also, they were asked to make decisions based on a particular situation and finally to describe a picture (See Appendix B).

The pretest was conducted to both groups, experimental and control groups before the treatment stage. After that, just the experimental group received the treatment during 4 weeks. In the case of the control group they were taught with the traditional techniques used by the teachers to teach speaking. Once concluded the treatment stage, the posttest was applied to both groups.

The pretest had three parts: Answering questions, Making decisions and Describing a picture. Each part was assessed considering the following language criteria: Fluency, Pronunciation, Grammar and Vocabulary.

The pretest and posttest were assessed based on a rubric adapted from MasterWord Services (2013) (See Appendix C). The criteria assessed were based on the speaking sub-skills: Fluency, pronunciation, grammar, and vocabulary. These criteria were included as they are considered the key components of the speaking skill and are included in most of the English oral proficiency tests. The following assessment scale was used: Poor (1), Fair (2), Good (3), Excellent (4).

### **3.7 Data collection and analysis**

The quantitative data was systematically determined through using numerical, mathematical and statistical processes, which was statistically tabulated. The survey was analyzed descriptively and presented in tables and figures showing the frequencies and the percentages.

The mean scores of the students for each criteria and task was calculated by using frequency distribution, which were presented in frequency distribution tables. Statistical results from pretest and posttest were also compared.

Finally after presenting all the data statistically analyzed the hypothesis was verified. In this way, the research was validated from the data obtained during the implementation of the proposal about BBC authentic videos activities.

### **3.8 Instruments validation**

Both the survey and the pretest and posttest instruments were validated by the support of three research and language experts in the Department of Education at Universidad de Ambato (See Appendix D and E). They were asked to validate the instrument using a rubric (See appendix E), which includes the following assessment criteria:

- a. The indicators in the question consistently and accurately measure each variables of the investigation.
- b. The question has the ability to distinguish the characteristics or the properties of differing attributes of the subjects under study.
- c. Quick and complete data can be generated by the question within the time frame allowed to obtain the data.
- d. The question has no influence on the variables being measured.



- e. The question is capable of generating data that will be of value and practical use to the sectors concerned in the investigation.

Each question was validated using the scale bellow:

5 = Very high valid

4 = High valid

3 = Valid

2 = Less valid

1 = No valid at all

## **CHAPTER IV**

### **ANALYSIS AND INTERPRETATION**

#### **4.1 Analysis of results**

##### **4.1.1 Survey for the students**

A survey was conducted to the 50 students of 8<sup>th</sup> grade at Unidad Educativa “Primicias de la Cultura de Quito”. It was aimed at identifying appropriate British Broadcasting Corporation (BBC) authentic videos to develop students’ speaking skill. In the following lines, the results and an interpretation of them will be showed.

Table 4

*Is it important for you to speak English?*

Description	Frequency	Percentage
Yes	47	94%
No	3	6%
TOTAL	50	100%

Source: Students' survey answers

Elaborated by: Zurita, C. (2019)



Figure 2. Is it important for you to speak English?

According to the data seen above, 94% of the students state that speaking English is very important for them since it is the universal language for communication. People who speak English have more opportunities to get success in different life situations; it is easier for them to find a job, study abroad, travel and communicate. Also in school, it is important because they can improve their English proficiency level and get better grades. However 6% of the students consider that it is not important to speak English, maybe this is due to the lack of interest that students have in learning the language.

Table 5

*How often do you practice the English speaking skill in class?*

Description	Frequency	Percentage
Never	0	0%
Sometimes	37	74%
Always	13	26%
TOTAL	50	100%

Source: Students' survey answers

Elaborated by: Zurita, C. (2019)



Figure 3. How often do you practice English speaking in class?

Out of a total of 50 students, 74% stated that they speak English in class sometimes. During the English class, the teacher gives more importance to the development of other skills such as reading and writing and does not encourage enough the practice of listening and speaking. Although all the four language skills are important, the development of speaking is essential to achieve competence in the English language. On the other hand, 26% of the students always speak English in class, it means that these students have a particular interest in their learning, they also enjoy speaking the language and some of them usually travel to English speaking countries or are taking English courses outside the classroom and are more proficient in the speaking skill. And finally, 0% of the students stated that they never speak English in class.

Table 6  
*How often do you speak English outside the classroom?*

Description	Frequency	Percentage
Never	34	68%
Sometimes	11	22%
Always	5	10%
TOTAL	50	100%

Source: Students' survey answers  
 Elaborated by: Zurita, C. (2019)

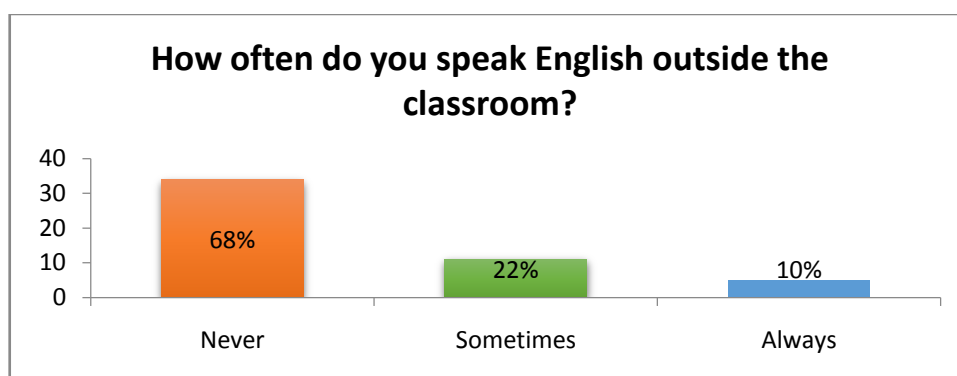


Figure 4. How often do you speak English outside the classroom?

Paying attention to the outcomes showed above, 68% of the students never practice English speaking outside the classroom; it means that they do not have any contact with English speaking people and do not take particular lessons in which they can practice speaking. In the same way, 22% of the students expressed they practiced English outside the classroom, this is mainly because they take English courses after school or during the weekends. The rest of the students that represent 10% of the class always speak English outside the classroom, this is mainly because they live with an English speaking person or they practice English every day in an Academy or they have particular teachers to keep practicing every day. Practicing speaking outside the classroom is important since it will help students to be more proficient in this skill, if students put into practice in their daily lives what they have learned in class, they will develop speaking easier.

Table 7

*How much do you like to speak English in class?*

Description	Frequency	Percentage
I don't like speaking English in class	22	44%
I like speaking English in class	20	40%
I love speaking English in class	8	16%
TOTAL	50	100%

Source: Students' survey answers

Elaborated by: Zurita, C. (2019)

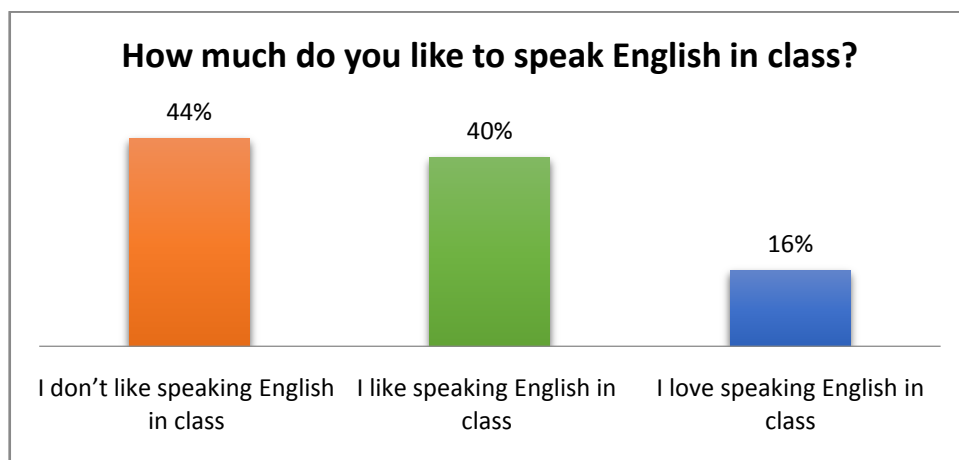


Figure 5. How much do you like to speak English in class?

The data above demonstrates that 44% of the students say that they do not like to speak English in class. This means that the strategies and activities used by the teachers are not effective enough to promote speaking development; students are not encouraged to speak, they feel shy, and the affective filter is high. However, the other 40% like speaking in English, this means that exists and intrinsic motivation for developing this skill, and these students make the most of the lessons and take advantage of them. On the other hand, 16% of the class is fascinated about speaking English in class, these students are really interested in their learning and enjoy speaking the language.

Table 8

*What is the most difficult feature to develop in English speaking?*

Description	Frequency	%
Fluency	16	32%
Pronunciation	18	36%
Grammar	13	26%
Vocabulary	3	6%
TOTAL	50	100%

Source: Students' survey answers

Elaborated by: Zurita, C. (2019)

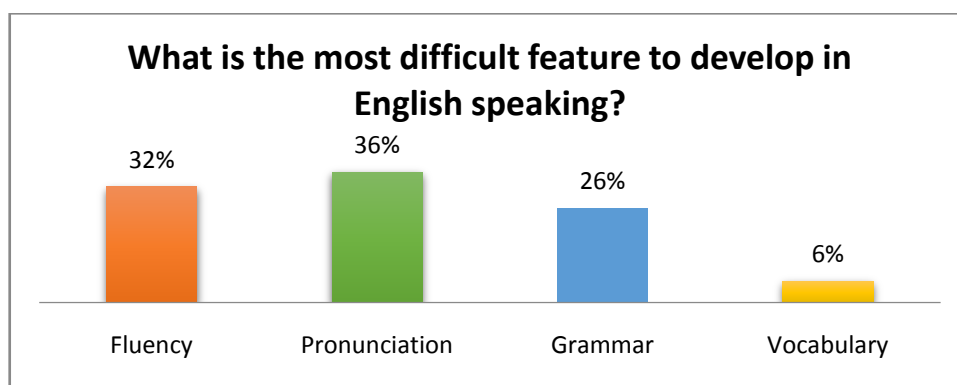


Figure 6. What is the most difficult feature to develop in English speaking?

The results obtained from this question show that 36% of the students found pronunciation as the most difficult feature to develop in English speaking. It indicates that the teachers do not use enough pronunciation strategies. This speaking sub-skill is essential to be developed since poor pronunciation will produce misunderstanding. Likewise, fluency is also difficult for them, 32% of the students are not able to keep a fluid speech, and this means that they need to practice more speaking in order to speak clearly without hesitation. The other 26% found grammar as the most difficult feature to develop; these students have problems recognizing the structures of the sentences and the remaining 6% of the students do not retain easily the vocabulary taught. For these students, it is important to contextualize the conversation and recall the vocabulary related to the topic of the conversation.

Table 9

*Have you ever watched BBC videos?*

Description	Frequency	Percentage
Yes	8	16%
No	42	84%
TOTAL	50	100%

Source: Students' survey answers

Elaborated by: Zurita, C. (2019)

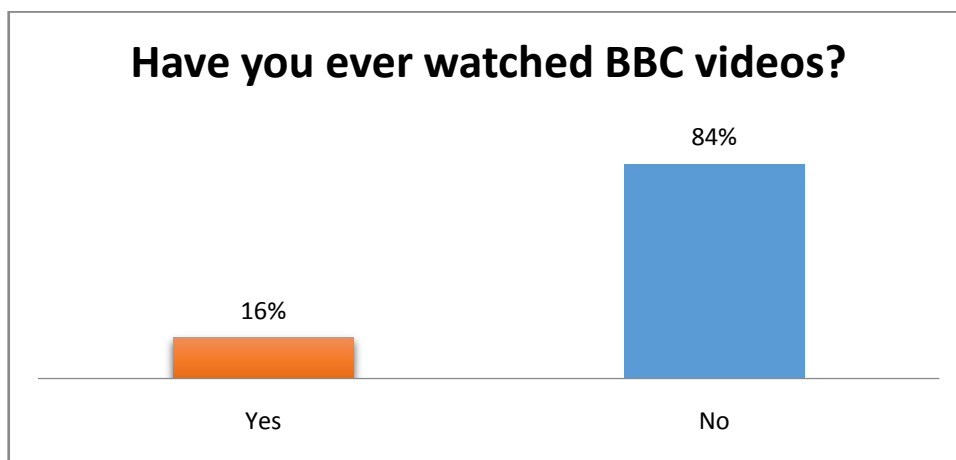


Figure 7. Have you ever watched BBC videos?

With regards to this inquiry, 84% of the pupils stated that they have never watched BBC videos. The most popular site for them to watch videos is Youtube. However, this is not beneficial in this context since the videos they watch in this site are mostly in Spanish. It indicates that the BBC is not used in this institution as a teaching-learning resource since the students do not know it. In this case, it is important to introduce them to this site and start to use it. Likewise, 16% of the students expressed they have watched BBC videos sometimes; maybe because someone has recommended watching them or in other English lessons teachers have used them in their classes.



Table 10

*What kind of videos would you like to watch in the English class?*

Description	Frequency	Percentage
Films	13	26%
Docummentaries	5	10%
News	2	4%
Musicals	30	60%
TOTAL	50	100%

Source: Students' survey answers

Elaborated by: Zurita, C. (2019)

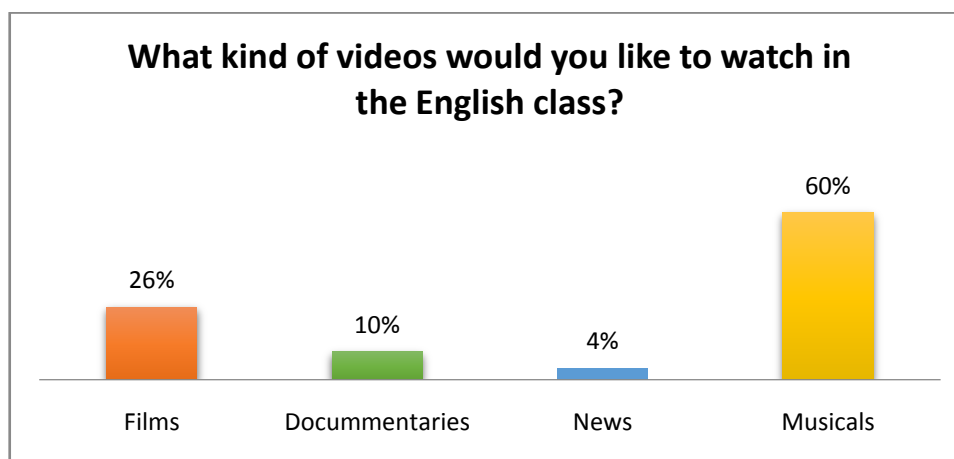


Figure 8. What kind of videos would you like to watch in the English class?

According to the results displayed above, 40% of students enjoy watching music videos. This indicates that audiovisual resources are valuable for language teaching since students feel attracted by them, it is positive because while they enjoy watching them, they also can learn. These videos must be selected with a pedagogical purpose even when they have not been created with that intention. In the same way, films are also preferred by the students, using them in class will enable students to improve their understanding and develop their speaking skill.

Table 11

*For what purpose do you watch videos in English?*

Description	Frequency	Percentage
Entertainment	38	76%
Marketing	3	6%
Information	2	4%
Education	7	14%
TOTAL	50	100%

Source: Students' survey answers

Elaborated by: Zurita, C. (2019)

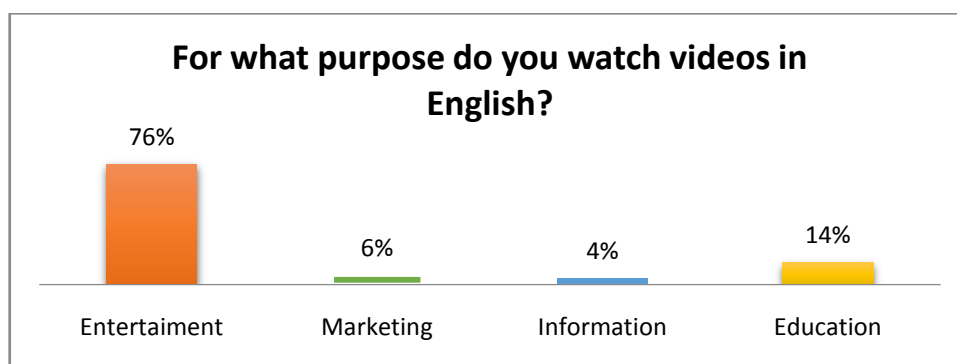


Figure 9. For what purpose do you watch videos in English?

According to the data collected, 76% of students indicated that the main purpose of why they watch videos in English is for entertainment. That means that entertaining videos must be considered to be included in the proposal since students enjoy watching them. Entertaining videos can be useful in language teaching if they are properly selected. BBC contains a wide repertoire of entertaining videos that can be used for pedagogical purposes. On the other hand 14% of the students like education videos, they may use them as tutorials to understand better a lesson or learn about the topic of interest. 6% watches marketing videos probably because they want to buy some stuff like video games or those things that are attractive for teenagers and finally 4% of the students like to be informed about the local, national and international news.

Table 12

*Do you think audiovisual materials would help you to improve your English speaking skill?*

Description	Frequency	Percentage
Yes	47	94%
No	3	6%
TOTAL	50	100%

Source: Students' survey answers

Elaborated by: Zurita, C. (2019)

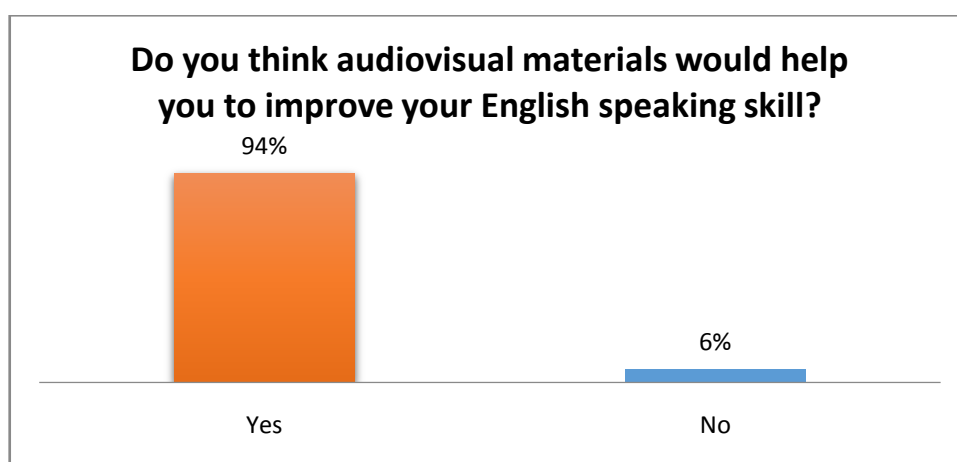


Figure 10. Do you think audiovisual materials would help you to improve your English speaking skill?

Based on the results, 94% of the students think that audiovisual materials are a great resource for developing speaking. Students are aware that watching videos will encourage them to learn English, through videos they can improve both, their listening and their speaking skills and at the same time they can improve their pronunciation, grammar, fluency, and vocabulary. Additionally, videos are entertaining resources that motivate students to learn in a warm and relaxed environment. On the contrary, 6% of the students disagree with the fact that audiovisual materials will help them to improve their speaking skill. These students prefer to practice their speaking with real people face to face.

## **4.2 Pretest and Posttest**

### **4.2.1 Pretest and post-test analysis of results**

The speaking proficiency level of the students of 8<sup>th</sup> grade at Unidad Educativa “Primicias de la Cultura de Quito” was assessed using a rubric adapted from MasterWord Services (2013) for level A1. The following standards were assessed:

- Fluency
- Pronunciation
- Grammar
- Vocabulary

In order to assess the students in the pretest and posttest, the following ranking scale was used:

- Poor (1)
- Fair (2)
- Good (3)
- Excellent (4)

The pretest and the posttest were conducted before and after the treatment. Both groups participated, the experimental group and the control group. These results gotten were analyzed descriptively. Each criterion was analyzed individually and finally, a comparative analysis was carried out with the results gotten from both tests and both groups. These results analysis and interpretations can be observed in the tables and figures below.

Table 13  
*Pretest results: Control group*

Subject	Fluency	Pronunciation	Grammar	Vocabulary	Speaking proficiency score
1	2	2	1	1	1,25
2	2	1	2	2	1,25
3	1	1	2	2	2
4	3	3	2	2	2
5	2	2	1	2	1
6	1	1	2	1	1,5
7	1	2	1	1	1,75
8	2	2	2	2	1,5
9	2	2	2	2	2,5
10	1	1	1	1	1,75
11	1	1	2	1	1,25
12	1	1	1	2	1,25
13	2	2	2	2	2
14	1	1	2	2	1,5
15	2	2	2	2	2,75
16	2	1	2	1	1
17	2	2	3	2	2,25
18	1	1	1	1	2,25
19	1	1	1	1	2
20	2	1	2	1	1,5
21	3	3	2	3	2
22	1	1	1	1	1,5
23	2	2	2	3	2,25
24	2	3	2	2	1
25	2	2	2	2	1
Mean	1,68	1,64	1,72	1,68	1,68

*Elaborated by: Zurita, C. (2019)*

Table 14  
*Pretest results: Experimental group*

Subject	Fluency	Pronunciation	Grammar	Vocabulary	Speaking proficiency score
1	1	1	1	1	1,00
2	3	3	3	3	3,00
3	1	1	1	2	1,25
4	1	2	1	2	1,50
5	1	1	1	2	1,25
6	1	2	2	1	1,50
7	2	1	1	1	1,25
8	2	2	2	1	1,75
9	1	2	3	3	2,25
10	2	1	2	2	1,75
11	3	3	3	3	3,00
12	1	2	2	2	1,75
13	2	2	2	3	2,25
14	2	2	1	2	1,75
15	2	1	1	1	1,25
16	2	1	2	2	1,75
17	1	2	1	1	1,25
18	2	2	3	3	2,50
19	2	1	1	1	1,25
20	1	2	2	1	1,50
21	2	1	1	1	1,25
22	1	2	2	1	1,50
23	2	2	2	1	1,75
24	2	2	1	2	1,75
25	1	2	1	1	1,25
Mean	1,64	1,72	1,68	1,72	1,69

*Elaborated by: Zurita, C. (2019)*

Table 15  
*Posttest results: Control group*

Subject	Fluency	Pronunciation	Grammar	Vocabulary	Speaking proficiency score
1	2	2	1	1	1,50
2	2	1	2	1	1,50
3	2	1	3	2	2,00
4	2	3	2	2	2,25
5	2	2	1	2	1,75
6	2	1	2	1	1,50
7	1	2	1	2	1,50
8	1	2	2	2	1,75
9	3	2	2	2	2,25
10	2	2	1	2	1,75
11	1	1	2	2	1,50
12	2	2	1	1	1,50
13	2	2	2	2	2,00
14	3	2	2	2	2,25
15	2	2	3	2	2,25
16	1	1	3	2	1,75
17	2	2	3	2	2,25
18	2	1	1	2	1,50
19	2	1	1	2	1,50
20	1	1	2	2	1,50
21	2	3	2	3	2,50
22	2	1	2	2	1,75
23	2	2	2	3	2,25
24	1	3	2	3	2,25
25	1	2	2	2	1,75
Mean	1,80	1,76	1,88	1,96	1,85

*Elaborated by: Zurita, C. (2019)*

Table 16  
*Posttest results: Experimental group*

Subject	Fluency	Pronunciation	Grammar	Vocabulary	Speaking proficiency score
1	3	3	3	3	3
2	4	4	4	4	4
3	3	3	3	3	3
4	3	3	3	3	4
5	3	3	3	3	3
6	3	3	3	3	3
7	4	3	4	4	3,75
8	4	3	3	3	3,25
9	4	4	3	4	3,75
10	3	3	4	3	3,25
11	2	4	3	3	3,25
12	2	3	2	2	2,75
13	3	3	4	3	3,5
14	3	2	3	3	3,5
15	3	3	3	3	3
16	3	3	4	4	3,5
17	4	3	3	4	3,5
18	3	4	3	4	3,5
19	2	3	3	4	3
20	2	4	3	3	3
21	3	4	3	3	3
22	3	2	3	3	2,25
23	4	3	3	4	3,25
24	4	3	4	3	2,75
25	3	3	3	3	3,5
Mean	3,12	3,16	3,20	3,28	3,19

*Elaborated by: Zurita, C. (2019)*



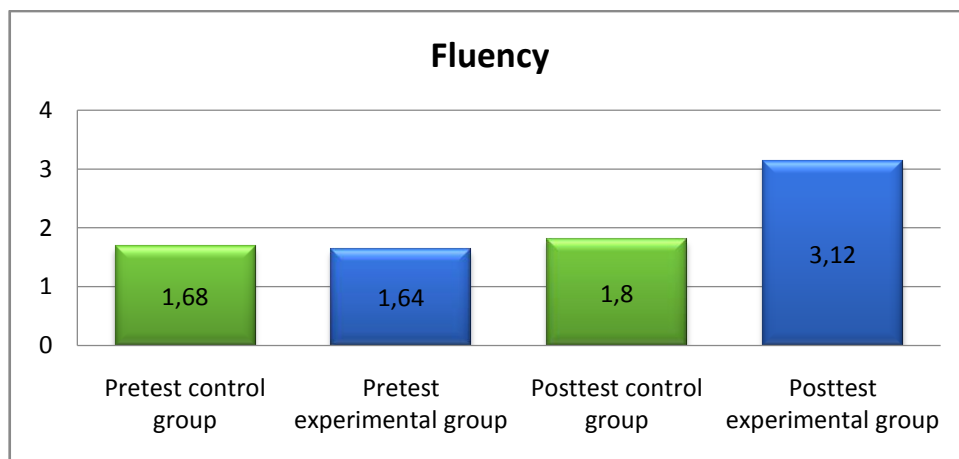
#### 4.2.1.1 Data interpretation

Table 17

*Pretest and posttest results of the Fluency criteria. Experimental and Control groups*

Groups	Results
Pretest Control Group	1,68
Pretest Experimental Group	1,64
Posttest Control Group	1,80
Posttest Experimental Group	3,12

*Source: Students' pretest and posttest results  
Elaborated by: Zurita, C. (2019)*



*Figure 11. Pretest and posttest results of the Fluency criteria. Experimental and Control groups*

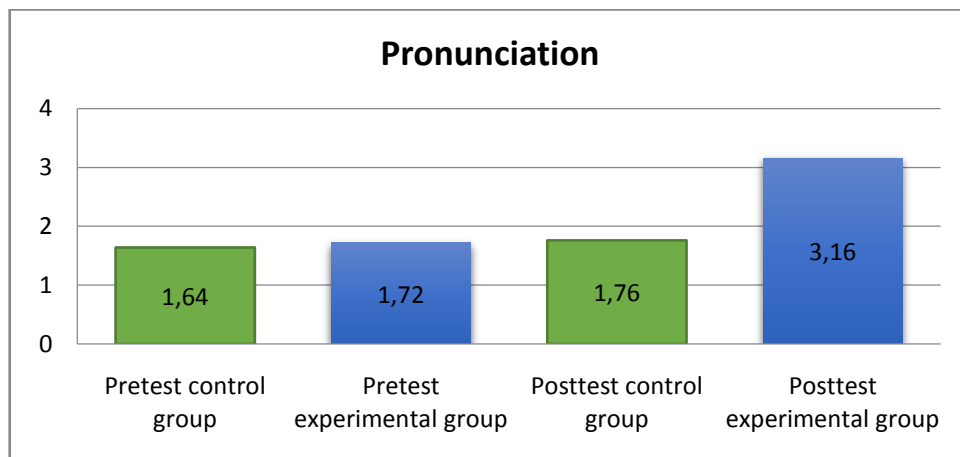
Analyzing the data above, it is appreciated that after the implementation of the BBC videos activities the experimental group improved significantly their fluency. All the activities carried out motivated students to speak very clearly without hesitation, making few pauses. While speaking, students also demonstrated that they increased their comprehension level and expanded their vocabulary; this made the conversation sound more natural.

Table 18

*Pretest and posttest results of the Pronunciation criteria. Experimental and Control groups*

Groups	Results
Pretest Control Group	1,64
Pretest Experimental Group	1,72
Posttest Control Group	1,76
Posttest Experimental Group	3,16

*Source: Students' pretest and posttest results  
Elaborated by: Zurita, C. (2019)*



*Figure 12. Pretest and posttest results of the Pronunciation criteria. Experimental and Control groups.*

According to the data displayed, the activities performed encouraged the students to improve their pronunciation. During the speaking activities based on BBC videos students had the opportunity to practice pronunciation and during the posttest, students from the experimental group spoke very clearly with very few pronunciation mistakes. Clear pronunciation facilitated comprehension, making easier the communicative process.

Table 19  
*Pretest and posttest results of the Grammar criteria. Experimental and Control groups*

Groups	Results
Pretest Control Group	1,72
Pretest Experimental Group	1,68
Posttest Control Group	1,88
Posttest Experimental Group	3,20

Source: Students' pretest and posttest results  
 Elaborated by: Zurita, C. (2019)

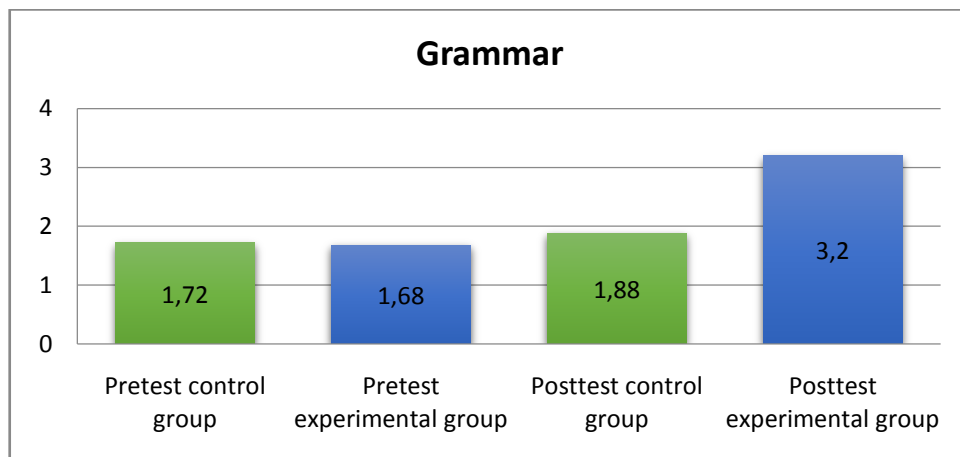


Figure 13. Pretest and posttest results of the Grammar criteria. Experimental and Control groups

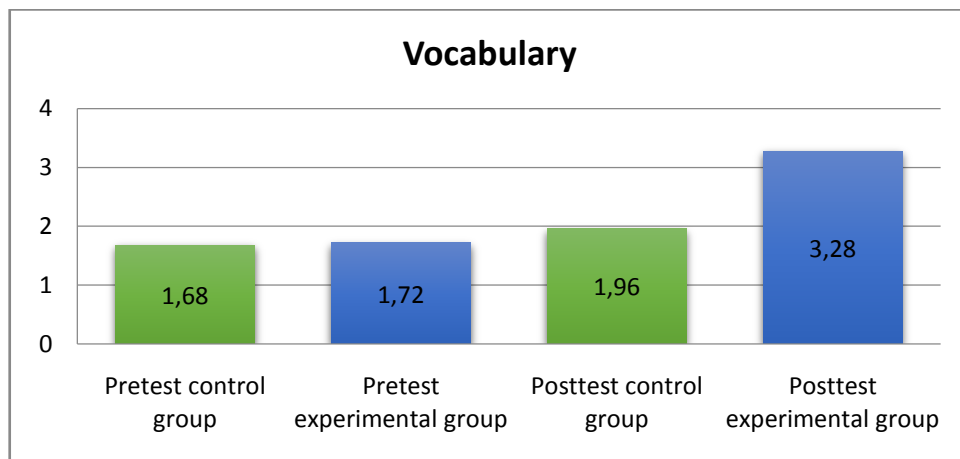
Based on the results, it can be observed the improvement obtained by the experimental group regarding grammar. After the implementation of the proposal, students demonstrated control of a variety of structures; they presented very few grammatical mistakes. Students managed grammar development in a very natural way, they sounded fluent and the mistakes made did not interfere with understanding.

Table 20

*Pretest and posttest results of the Vocabulary criteria. Experimental and Control groups*

Groups	Results
Pretest Control Group	1,68
Pretest Experimental Group	1,72
Posttest Control Group	1,96
Posttest Experimental Group	3,28

Source: Students' pretest and posttest results  
 Elaborated by: Zurita, C. (2019)



*Figure 14. Pretest and posttest results of the Vocabulary criteria. Experimental and Control groups*

Paying attention to the outcomes showed above, the experimental group improved noticeably their vocabulary with the different video activities proposed. Every topic described in each video contained contextualized vocabulary that allowed students to increase their lexical repertoire. Observing the videos and their context, students were able to identify word meaning. Although they had some spelling problems it did not interfere with understanding.

Table 21

*Average speaking proficiency level of control and experimental groups*

	Control group	Experimental group
Pretest	1,68	1,69
Posttest	1,85	3,19

Source: Students' pretest and posttest results

Elaborated by: Zurita, C. (2019)

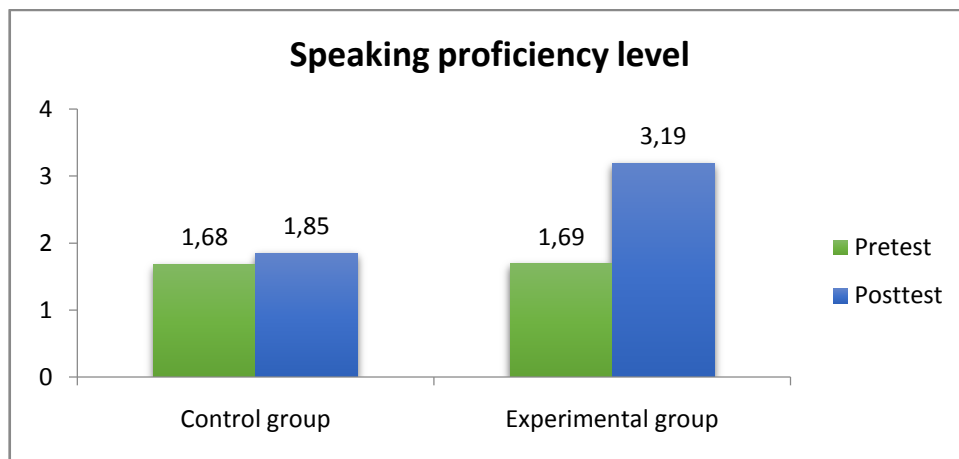


Figure 15. Average speaking proficiency level of control and experimental groups

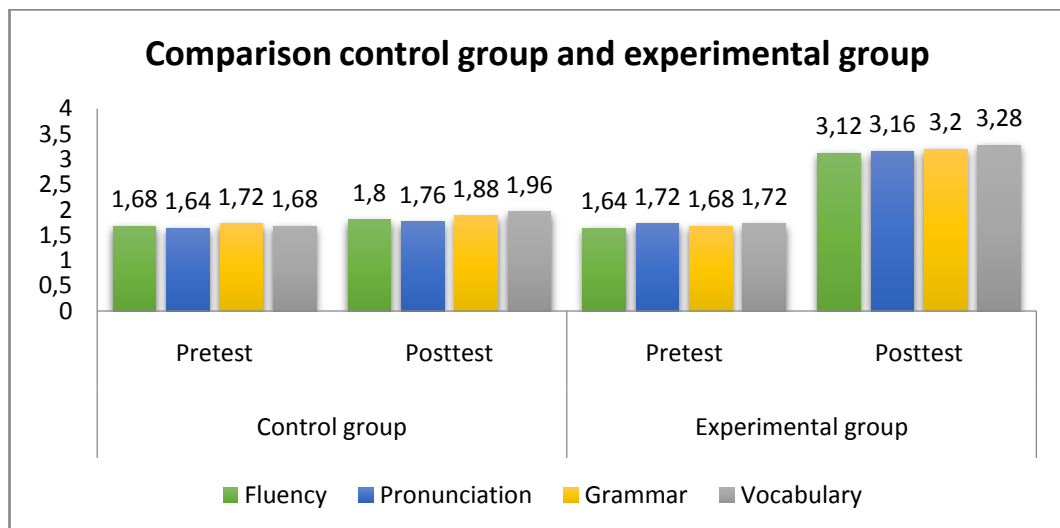
The graph above shows the results obtained from both the control group and the experimental group. It can be observed that in the pretest both groups obtained similar results. These marks indicate that previous to the implementation of the BBC video activities, the speaking proficiency level of the students was almost similar. They had problems with speaking, particularly with pronunciation, grammar, vocabulary, and fluency. However, after the proposal, the students from the experimental group improved all those speaking sub-skills and achieved competence in speaking.

Table 22

*Comparison Control Group and Experimental Group*

Criteria	Control group		Experimental group	
	Pretest	Posttest	Pretest	Posttest
Fluency	1,68	1,80	1,64	3,12
Pronunciation	1,64	1,76	1,72	3,16
Grammar	1,72	1,88	1,68	3,20
Vocabulary	1,68	1,96	1,72	3,28

Source: Pretest and posttest results  
 Elaborated by: Zurita, C. (2019)



*Figure 16. Comparison Control Group and Experimental Group*

As it can be observed in the graph above during the pretest both, the control group and the experimental group obtained almost the same results. By the contrary, in the posttest, it can be evidenced by the improvement of the experimental group regarding their speaking skill. For its part, the control group did not evidence any significant improvement. The data above demonstrate that after implementing BBC video activities students from the experimental group improved all four speaking sub-skills: fluency, pronunciation, grammar, and vocabulary.

### **4.3 Hypothesis verification**

Considering that in the present study a quasi-experimental design research was carried out with pretest and posttest, that is, with two measurement moments for the same sample, a pretest was applied before the implementation of the proposal and a posttest later. Based on the aforementioned, the following elements were executed to corroborate the hypothesis, focusing on the experimental group of this work.

#### **4.3.1 Confidence level**

Many social studies suggest statistical results with 95% confidence at the time of hypothesis verification. Therefore, a level of significance of 5% is determined, that is, a risk of 5% is assumed, for which the statistical significance is  $\alpha = 0.05$ , which will help us to reject or not the proposed hypotheses in this work with a 95% of confidence level.

#### **4.3.2 Selection of the hypothesis testing**

It is important to bear in mind that in order to select the best hypothesis test, it is necessary to know if the data fulfill the assumption of normality, that is, the population distribution of the dependent variable is adjusted to a normal distribution.

To determine the above, the Kolmogorov-Smirnov test was applied. It was established that the distribution of the sample should be adjusted to a normal distribution if it is satisfied that the value  $p \geq 0.05$ , as mentioned in the previous section.

The results obtained in the Kolmogorov-Smirnov test show that the control and experimental groups p values are mostly  $p = 0,000$  what evidences that  $p \leq 0,05$ , so it is inferred that the behavior of the scores is not normal, it can be seen in the Table 23. It indicates that parametric tests (Student's T) cannot be applied and

nonparametric tests must be performed, the Wilcoxon test is the most suitable for related samples and the Mann-Whitney test.



Table 23

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<b>Kolmogorov-Smirnov test for a sample</b>					
<b>Group</b>	<b>Fluency</b>	<b>Pronunciation</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Speaking proficiency level</b>

---

*Kolmogorov-Smirnov normality test*

Control Group	Posttest	N	25	25	25	25	25
		Test statistic	0,355	0,281	0,292	0,370	0,216
		Asymptotic significance (bilateral)	0,000	0,000	0,000	0,000	0,004
	Pretest	N	25	25	25	25	25
		Test statistic	0,295	0,300	0,377	0,295	0,160
		Asymptotic significance (bilateral)	0,000	0,000	0,000	0,000	0,099
Experimental Group	Posttest	N	25	25	25	25	25
		Test statistic	0,292	0,374	0,415	0,377	0,170
		Asymptotic significance (bilateral)	0,000	0,000	0,000	0,000	0,061
	Pretest	N	25	25	25	25	25
		Test statistic	0,282	0,316	0,298	0,298	0,255
		Asymptotic significance (bilateral)	0,000	0,000	0,000	0,000	0,000

*Source:* Pretest and posttest results

*Elaborated by:* Zurita, C. (2019)

### 4.3.3 Estimation of P value

Table 24  
*Wilcoxon test analysis (Control Group)*

	Statistic test				Speaking
	Fluency	Pronunciation	Grammar	Vocabulary	proficiency level
Mann-Whitney's U	278,000	279,500	275,000	236,000	237,500
Wilcoxon's W	603,000	604,500	600,000	561,000	562,500
Z	-0,765	-0,704	-0,837	-1,727	-1,483
Asymptotic significance (bilateral)	0,444	0,481	0,403	0,084	0,138

*Source:* Pretest and posttest results  
*Elaborated by:* Zurita, C. (2019)

As it can be evidenced in the Table 24 the Wilcoxon test for the control group indicated the following results in each criterion: Fluency the value of  $Z=-0,765$  with a  $p= 0,444$ ; Pronunciation the value of  $Z=-0,0704$  with a  $p= 0,481$ ; Grammar the value of  $Z= - 0,837$  with a  $p= 0,084$ ; Vocabulary the value of  $Z= - 1,727$  with a  $p= 0,084$  and in the Speaking proficiency level a value of  $Z= -1,483$  with a  $p= 0,138$ . Taking into consideration that the values of Z are negative and the p value obtained is greater than 0.05, it is inferred that the differences between the average scores obtained in the pretest and posttest are not significant. It means that, in the control group, the increase in scores between the pretest and the posttest is not significant.

Table 25  
*Wilcoxon test analysis (Experimental Group)*

	Statistic test				Speaking proficiency level
	Fluency	Pronunciation	Grammar	Vocabulary	
Mann-Whitney's U	46,000	35,000	44,500	49,000	16,000
Wilcoxon's W	371,000	360,000	369,500	374,000	341,000
Z	-5,387	-5,659	-5,507	-5,382	-5,804
Asymptotic significance (bilateral)	0,000	0,000	0,000	0,000	0,000

*Source:* Pretest and posttest results  
*Elaborated by:* Zurita, C. (2019)

As it can be evidenced in the Table 25 the Wilcoxon test for the experimental group indicated the following results in each criterion: Fluency the value of  $Z = -5,387$  with a  $p = 0,000$ ; Pronunciation the value of  $Z = -5,659$  with a  $p = 0,000$ ; Grammar the value of  $Z = -5,507$  with a  $p = 0,000$ ; Vocabulary the value of  $Z = -5,382$  with a  $p = 0,000$  and in the Speaking proficiency level the value of  $Z = -5,804$  with a  $p = 0,000$ . Taking into consideration that the values of  $Z$  are negative and the  $p$  value obtained is greater than  $0.05$ , it is inferred that there are significant differences between the average scores obtained in the pretest and posttest of the experimental group. That is, there is enough statistical evidence to establish that the video activities applied to the experimental group significantly increases the scores between the pretest and the posttest. And, we can infer with a confidence of the  $95\%$  that the use of British Broadcasting Corporation (BBC) authentic videos enhances the development of the speaking skill.

Based on the hypothesis verification, it is evident that the control group to which the video activities were not applied did not present a significant increase in the development of the speaking development, but in the case of the experimental group in all the evaluated criteria, it is observed an increase in the scores, showing significant differences before and after the use of video materials. The obtained results allow accepting the hypothesis: The use of British Broadcasting

Corporation (BBC) authentic videos enhances the development of the speaking skill.

## **CHAPTER V**

### **CONCLUSIONS AND RECOMENDATIONS**

#### **5.1 Conclusions**

This study, aimed at determining the effect of using British Broadcasting Corporation (BBC) authentic videos for the development of the speaking skill, brought benefits to the students who became more engaged and enthusiastic during the lessons. After analyzing the results the following conclusions were obtained.

To begin with the speaking proficiency level of the students, a low level regarding this skill was detected. After the application of the pretest, it was evidenced that students had problems with pronunciation, fluency, grammar and vocabulary. Therefore, considering the low level detected, a proposal based on the use of BBC authentic videos was suggested to increase the students' speaking proficiency level.

In the second place, the most appropriate British Broadcasting Corporation (BBC) authentic videos to develop students' speaking skill were identified. The selected videos were adapted to the textbook contents used by the students in their school. In the same way, different activities were designed considering the language features to be developed such as pronunciation, fluency, grammar, and vocabulary. Additionally, the opinions and interests of the students were taking into consideration after the application of a survey. Daily life situations videos, musicals, and interesting topics were included in the proposal. Also, the activities

described in the theoretical framework of the proposal were included in the handbook.

Furthermore, to assess the effectiveness of using British Broadcasting Corporation (BBC) authentic videos in the development of students' speaking skill, the posttest applied at the end of the intervention process indicated that students improved their academic performance. They got better grades and their confidence and oral communication improved.

Finally, it was determined that these video activities fostered the acquisition of vocabulary, the understanding of grammar structures and the improvement of fluency and pronunciation. Also, students found this experience as a learning opportunity in which their needs and interests were taken into consideration.

## **5.2 Recommendations**

Once the conclusions of this study have been reached, some recommendations are indicated:

It is recommended to have a register of the academic weaknesses of the students (in the EFL area) in order to strengthen them with the appropriate activities. In the case of listening and speaking, video activities are highly recommended for those students that have a low proficiency level in the speaking skill.

It is essential to use activities in which the own realities of the students are taking into account, with the purpose of providing meaningful learning that lasts a lifetime. Students enjoy the most those activities in which they can make connections to their own lives and their own experiences. For this, it is suggested to consider the students' needs and interest in the selection of the class activities.

Based on the significance of this proposal, it is recommended to teachers and future researchers to continue creating activities and proposals based on audiovisual resources since they are more attractive for the students and they feel identified with them. In the same way, it is highly recommended to evaluate the possibility of including this proposal in the academic plans of the teachers at Unidad Educativa “Primicias de la Cultura de Quito” considering the positive effect it had on the development of the speaking skill of 8<sup>th</sup> grade EGB students.

Finally, there were limitations in relation to the number of computers existing in the lab; therefore it is necessary to increase the quantity of computers, since in during the implementation of the proposal some students had to work in pairs because computers were not enough for everyone. On the other hand, it is important to get better internet connection, since sometimes the videos were paused and it was complicated to play them and do the activities.

## CHAPTER VI

### PROPOSAL

#### 6.1 Informative Data

- **Topic:**  
BBC authentic videos for the development of the speaking skill: handbook of activities.
- **Name of the Institution:**  
Unidad Educativa “Primicias de la Cultura de Quito”
- **Beneficiaries:**  
8th grade EGB students
- **Location:**  
Address: Ciudadela Ibarra Barrio Primicias de Quito calle Ernesto Albán  
Canton: Quito  
Province: Pichincha
- **Estimated time for the execution:**  
12 days (two video activities per each unit of the textbook)
- **Person in charge:**  
Researcher: Lic. Carlos Eduardo Zurita Valencia

#### 6.2 Background of the proposal

The results of the data collected in 8<sup>th</sup> grade EGB students from Unidad Educativa “Primicias de la Cultura de Quito” indicated that the students had a low proficiency level in their speaking skill; this is mainly due to the lack of the use of attractive and authentic audiovisual materials that allow the students to develop their oral competence. Students revealed by answering a survey that audiovisual



materials would help them to improve their English speaking skill and its features like fluency, pronunciation, grammar, and vocabulary.

For the reason, aforementioned arose the idea of creating a proposal focused on the use of authentic audiovisual videos from the BBC with the purpose of enhancing the students' speaking skill. Through the use of technology, the teacher will have the opportunity to encourage their students to do different activities based on authentic English videos. Listening and observing to native English people in real life situation will allow students to learn the most accurate pronunciation, to wide their vocabulary, become more fluent when they speak, and understand better the language structures.

### **6.3 Justification**

Nowadays, authentic videos are frequently used by many students with different purposes, especially for entertainment. Very often music videos from famous English speaking singers are upload to the internet in different web sites like Youtube, but there are also other websites that post frequently authentic videos with educative, entertaining or informative purposes like the BBC (British Broadcasting Corporation) that is a web site that offers a large amount of information to a wide public and it is used by many people as their only source of information about the outside world.

Watching these kinds of videos (educative, entertaining or informative) and doing different speaking activities is very **important** for foreign language learners since it will help them to become more competent in the language. Listening authentic language speakers will help students to feel more confident, become more fluent, and get experience using all the words and grammar in the way that natively do.

Thus, the implementation of BBC video activities is **relevant** since the student will learn not only speaking but also they will develop their listening skills, considering speaking cannot be learned without listening. Through this proposal, the teacher will encourage the students to practice the language in a warm environment, in which the affective filter of the students can be reduced and therefore better results in the English teaching process can be obtained. It is important to mention that the videos are selected considering the level of the students and adapted to the contents suggested by the Ministry of Education for 8<sup>th</sup> grade EGB.

This proposal is also very **useful** in terms of information and culture learning since although the selected videos are adapted to the contents of the students books, some of the videos show the British culture and general information from all over the world, so this watching these videos become to be an open window not only for language learning but also for general learning.

On the other hand, this proposal has a technological **impact** since technology is everywhere and nowadays a big part of the world has access to it. Students from many schools in the world and even in their own houses are given the possibility to access to the Internet and get benefits of the new technologies. So they can easily enter the BBC website and watch the different videos which are completely free and do the different speaking activities proposed in this handbook.

Finally, this proposal will **benefit** both teachers and students since it will be a support for the teachers to provide students with authentic language materials and at the same time the activities proposed will motivate students to watch videos to improve their speaking skills.

## **6.4 Objectives**

### **6.4.1 General**

- To implement a handbook of activities based on BBC authentic videos to develop the speaking skill of 8<sup>th</sup> grade students at Unidad Educativa “Primicias de la Cultura de Quito”.

### **6.4.2 Specific**

- To identify the BBC authentic videos and the activities for the development of the speaking skill of the students.
- To develop the structure of the handbook based on the BBC authentic videos selected.
- To promote the use of the activities based on the BBC authentic videos to develop students’ speaking skills.

## **6.5 Viability analysis**

It is viable to implement the handbook of activities proposed at Unidad Educativa “Primicias de la Cultura”. The features of the viability are described as follows.

### **Technical**

This proposal can be implemented and later, it can be adapted to the ordinary lessons since the activities suggested in the handbook have been designed according to the National Curriculum. Moreover, the teachers are professional language teachers and have knowledge regarding the use of technologies in the class. Teachers at this school know how to combine language teaching and

technologies. On the other hand, students are digital natives and also know how to deal with technologies even when they do not use them in class very often.

### **Technological**

From the technological point of view, this proposal is viable because the videos included in the handbook can be easily accessed from a computer, a tablet, a smartphone or any device with the Internet connection. At Unidad Educativa “Primicias de la Cultura”, students have a computing lab. For this reason, the use of technology at this institution is allowed and is being promoted with the application of this proposal.

### **Financial**

This proposal is financially viable since the economic resources for its implementation are not difficult to obtain. It just requires a few resources like the computer with Internet access, printer and photocopies that will be paid by the researcher. The handbook will be given to the teachers with no cost. The students just will be asked to pay a low cost for the booklet sheet to be used each day of the 6 lessons.

## **6.6 Theoretical foundation**

### **6.6.1 Authentic videos in the English language classroom**

Wang (2015) states three goals of teaching English with video materials:

The first is to facilitate the development of EFL learners’ language skill. It means that videos can get the students attention and provide them with a lot of information in order to improve their understanding and linguistic competence.

The second goal is related to the development of cultural competence. It means that videos do not only give information about the language, but students also can learn about English culture. Culture learning supports the development of the students' communicative competence in the English language.

The third one involves the cultivation of the students' ability to appreciate the artistic values of English videos. Videos do not only show information about what has been watched, but it is expected that students have aesthetic impressions of the video in their minds. It can inspire them to be more critical.

For this author, the above mentioned, goals are some of the benefits that can be obtained from watching authentic videos in the English language.

### **Techniques of Using Video in EFL Classrooms**

Metruk (2018) mentions some techniques which can be implemented in lessons based on videos.

#### **a. Viewing Techniques**

Among the main purposes of viewing techniques is to awake the students' curiosity about what they are going to learn by making predictions.

These techniques can be implemented in the following ways:

1. Fast Forward: The teachers can present the video to the students by playing it for a few seconds and then fast it forward. Then, the students must share the information that they got from the video. In this case, the students can guess what the people talked about.

2. Silent viewing: In this step, the teachers can play the video without any voice. The video is just presented silently without any information. In this case, the students' activate their abilities to predict the required information.
3. Freeze framing: This way needs the teachers to stop the video for several times. The students are encouraged to provide their idea when the video is stopped.
4. Partial viewing: It is also a way to reinforce the students' curiosity because it lets the students see a part of the video and ask them to predict what kind of information they will collect.

**b. Listening (and mixed) techniques:**

1. Pictureless listening: In this activity, the learning activity is started by guiding the students to listen to the information in the video. However, the students are not allowed to see the pictures in the video until they are able to guess and share what information they got.
2. Picture of speech: The class can be divided into two teams. Each team has different opportunities during the teaching and learning activities. The first team is administered to watch and understand a video presented by the teacher. Then, another team should predict what the video is about based on the clues stated by the first team. This activity trains their speech and fluency of the language.

Cakir (2006) also proposed some other techniques for using videos in the language classroom; repetition and role play, reproduction activity, dubbing activity, and follow up activity:

1. Repetition and role play: In this activity, the video is played for several times until the students get familiar with the information that they listen to. Then, they

are guided to have role play after they repeated the teacher's orders to support teaching and learning activities in the classroom.

2. Reproduction activity: Let the students to watch the video and encourage them to try what they have learned. This is expected to provide the students have experimented in using the language through the video.

3. Dubbing activity: It is an interesting activity that can be implemented in the classroom to invite the students actively using the language by asking them to fill in the missing dialogues before watching the sound of video episode.

4. Follow up activity: After watching a video, teachers have to provide follow up activities for students to have further extended oral practice, such discussion. The students will have a chance to develop sharing and co-operative skills.

### **Procedures to use video clips in teaching**

Berk (2009) describes procedures to use videos in the class. These are shown below.

1. Pick a particular clip to represent the main content of the video. When using video, the teacher does not always need to let the students watch the whole part of the video, but they can select some essential parts and discuss it with the students.

2. Prepare guidelines for students' activities and discussion questions on what they have to see, hear, and look for. Commonly, when the video is presented in the class, there is no specific instruction about what the students have to learn from the video and what they have to do after watching the video. This matter should be well organized to guide the students in achieving the learning objectives.

3. Introduce the video briefly. Giving information to the students about what they have to watch is an important action to activate the students' prior knowledge and help them in the process of comprehending the information.
4. Play the video. When playing video, the teachers have to facilitate the students to focus on what they watch.
5. Stop the video at any part to highlight a point or replay it for exercises. It will be effective to guide the students to understand what they learn.
6. Set a time for reflection what they have watched. This activity is really beneficial in order to gather information that relates to the students' understanding of what they have watched. In addition, it can facilitate the students to practice their communicative competence, especially in delivering information orally.
7. Design an active learning activity.

## **6.7 Methodology**

The handbook designed contains 12 activities based on BBC authentic videos. The criteria used for selecting the videos and the activities were based on the English book suggested by the Ministry of Education of Ecuador to be used in 8<sup>th</sup> grade of EGB for the level A1.1 of the CEFR of languages. This book consists of 6 units each one is divided into 4 lessons organized in the following way:

Lesson 1 contains grammar and vocabulary

Lesson 2 deals with listening and speaking



Lesson 3 involves reading and writing

Lesson 4 is about a project based on real communication

At the end, there is a game and a quiz to test the student's learning.

The activities suggested in this handbook about BBC authentic videos are a complement for the textbook abovementioned. They were designed based on the grammar, vocabulary and speaking features (pronunciation and fluency) that are the criteria to be developed and assessed with the implementation of this proposal. Based on each unit, two activities have been developed in order to provide students with enough activities that include all the criteria previously established to develop the speaking skill.

Finally, this handbook was proposed as an easy and entertaining way to encourage the improvement of the pronunciation, fluency, grammar structures and the increase of the vocabulary in the students of 8<sup>th</sup> grade of EGB.

## 6.8 Operational model

Phases	Objectives	Activities	Resources	People responsible	Time
<b>Planning</b>	To prepare a schedule about the required activities to carry out the proposal and inform the institution representatives about its implementation.	Submission of a consent letter to the school principal.	Letter.	Researcher, teachers, school authorities.	1 week
<b>Socialization</b>	To introduce the proposal “BBC authentic videos for the development of the speaking skill: handbook of activities” to the students and teachers and explain to them how it will be implemented in the English class.	Presentation of the activities to the teachers and the students.	Computers, BBC authentic videos, handbook of activities.	Researcher, teachers.	1 day
<b>Application</b>	To apply the pretest and the proposal to 8 <sup>th</sup> grade students.	The pretest is conducted. Students watch the videos and complete the activities proposed.	Computers, BBC authentic videos, activities sheets.	Teachers, students.	6 weeks From November 5 <sup>th</sup> to December 14 <sup>th</sup> 2018.
<b>Evaluation</b>	To assess the effectiveness of using BBC authentic videos in the development of students’ speaking skill.	Students take the posttest. The effectiveness of the proposal is demonstrated.	Pretest, posttest.	Researcher, teacher, students.	1 week

Unidad Educativa  
“Primicias de la Cultura de Quito”

**BBC authentic videos for the  
development of the speaking  
skill:**

**Handbook of activities.**

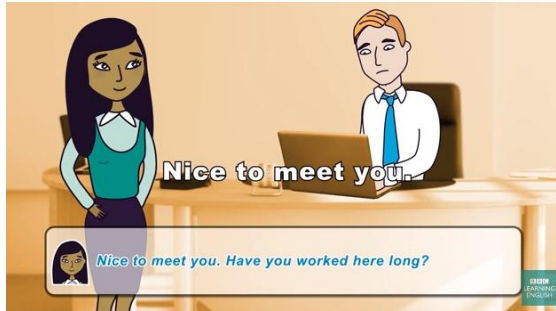


Lic. Carlos Eduardo Zurita Valencia

**ACTIVITY 1**

**UNIT 1 PEOPLE AROUND**

Video: Introduce yourself and make some friends



<https://www.youtube.com/watch?v=1AmS9h8g3E4>

**FAST FORWARD**

Grade: 8th EGB  
Time: 45 minutes  
Skills: Speaking  
Feature: Fluency and pronunciation  
Vocabulary: Words related to personal information

**Useful expressions:**

- Hello
- You are...
- Nice to meet you
- Good morning
- Hi
- What are you doing?

**OBJECTIVE:** To introduce yourself and others using the appropriate vocabulary.

**INSTRUCTIONS:**

- The teacher presents the video to the students by playing it for 27 seconds and then fast it forward.
- Then, the students must share the information that they got from the video.
- The students can guess what the people talked about using the useful expressions from the box.

### ASSESSMENT RUBRIC FOR ACTIVITIES

<b>Criteria</b>	<b>Poor (1-5)</b>	<b>Fair (5-6)</b>	<b>Good (7-8)</b>	<b>Excellent (9-10)</b>	<b>Total</b>
<b>Fluency</b>	Fluency is very limited, and pauses disrupt the communication process.	Hesitates frequently.	Speaks very clearly without hesitation.	Accurate, fluid speech.	/10
<b>Pronunciation</b>	Unclear pronunciation.	Some pronunciation mistakes are made.	Very few pronunciation mistakes are made.	Easily understood.	/10
<b>Grammar</b>	Numerous grammatical errors occur, making communication difficult.	Makes several errors that interfere with understanding.	Makes few mistakes that do not interfere with understanding.	Use and control of a variety of structures.	/10
<b>Vocabulary</b>	Insufficient vocabulary impedes comprehension.	Limited vocabulary; frequent English language interference.	Considerable variety of vocabulary used with few mistakes.	Rich, precise and accurate vocabulary used.	/10

*Source:* Adapted from MasterWord Services (2013)

## ACTIVITY 2

# UNIT 1 PEOPLE AROUND

Video: When you can't remember a name | Short Stuff



<https://www.youtube.com/watch?v=dF09P04QJDs>

## ROLE PLAY

Grade: 8th EGB

Time: 45 minutes

Skills: Speaking

Feature: Fluency and pronunciation

Vocabulary: Words related to introducing people

**OBJECTIVE:** To make presentations following models.

### INSTRUCTIONS:

- The teacher presents the video to the students.
- Then, the students (in group of 3) must perform a roleplay similar to the situation from the video.

### ASSESSMENT RUBRIC FOR ACTIVITIES

<b>Criteria</b>	<b>Poor (1-5)</b>	<b>Fair (5-6)</b>	<b>Good (7-8)</b>	<b>Excellent (9-10)</b>	<b>Total</b>
<b>Fluency</b>	Fluency is very limited, and pauses disrupt the communication process.	Hesitates frequently.	Speaks very clearly without hesitation.	Accurate, fluid speech.	/10
<b>Pronunciation</b>	Unclear pronunciation.	Some pronunciation mistakes are made.	Very few pronunciation mistakes are made.	Easily understood.	/10
<b>Grammar</b>	Numerous grammatical errors occur, making communication difficult.	Makes several errors that interfere with understanding.	Makes few mistakes that do not interfere with understanding.	Use and control of a variety of structures.	/10
<b>Vocabulary</b>	Insufficient vocabulary impedes comprehension.	Limited vocabulary; frequent English language interference.	Considerable variety of vocabulary used with few mistakes.	Rich, precise and accurate vocabulary used.	/10

*Source:* Adapted from MasterWord Services (2013)

<b>ACTIVITY 3</b>	<b>UNIT 2 PEOPLE I LOVE</b>
	<p>Video: Talking about your family</p>  <p><a href="https://www.youtube.com/watch?v=4FgU5qqw8-w">https://www.youtube.com/watch?v=4FgU5qqw8-w</a></p>
<b>DUBBING ACTIVITY</b>	
<p>Grade: 8<sup>th</sup> EGB  Time: 45 minutes  Skills: Speaking  Feature: Fluency and pronunciation  Vocabulary: Mum, dad, brother, son</p>	
<b>OBJECTIVE:</b> To complete missing words by making connections.	
<b>INSTRUCTIONS:</b>	
<ul style="list-style-type: none"> <li>• Firstly, the teacher plays the video in minute 4:08.</li> <li>• Secondly, the students fill in the missing dialogues (speaking) before watching sound of video episode.</li> <li>• The teacher plays the video from the beginning.</li> <li>• Students compared what they filled in the blanks.</li> <li>• Students practice fluency and pronunciation in minute 2:15.</li> </ul>	



## ASSESSMENT RUBRIC FOR ACTIVITIES

<b>Criteria</b>	<b>Poor (1-5)</b>	<b>Fair (5-6)</b>	<b>Good (7-8)</b>	<b>Excellent (9-10)</b>	<b>Total</b>
<b>Fluency</b>	Fluency is very limited, and pauses disrupt the communication process.	Hesitates frequently.	Speaks very clearly without hesitation.	Accurate, fluid speech.	/10
<b>Pronunciation</b>	Unclear pronunciation.	Some pronunciation mistakes are made.	Very few pronunciation mistakes are made.	Easily understood.	/10
<b>Grammar</b>	Numerous grammatical errors occur, making communication difficult.	Makes several errors that interfere with understanding.	Makes few mistakes that do not interfere with understanding.	Use and control of a variety of structures.	/10
<b>Vocabulary</b>	Insufficient vocabulary impedes comprehension.	Limited vocabulary; frequent English language interference.	Considerable variety of vocabulary used with few mistakes.	Rich, precise and accurate vocabulary used.	/10

*Source:* Adapted from MasterWord Services (2013)

## UNIT 2 PEOPLE I LOVE

### ACTIVITY 4

Video: Face Development in the Womb - Inside the Human Body:  
Creation - BBC One



[https://www.youtube.com/watch?v=wFY\\_KPFS3LA&list=PL0537ADF3F3372F8A](https://www.youtube.com/watch?v=wFY_KPFS3LA&list=PL0537ADF3F3372F8A)

### PARTIAL VIEWING

Grade: 8th EGB

Time: 45 minutes

Skills: Speaking

Features: Fluency, pronunciation, vocabulary

Vocabulary: face, nose, mouth, eyes, ears.

**OBJECTIVE:** To describe peoples' face using the appropriate vocabulary.

#### INSTRUCTIONS:

- The students see a part of the video.
- The teacher asks them to predict what kind of information will be in the video.
- The teacher plays the full video.
- The students connect their predictions to the real information.

### ASSESSMENT RUBRIC FOR ACTIVITIES

Criteria	Poor (1-5)	Fair (5-6)	Good (7-8)	Excellent (9-10)	Total
<b>Fluency</b>	Fluency is very limited, and pauses disrupt the communication process.	Hesitates frequently.	Speaks very clearly without hesitation.	Accurate, fluid speech.	/10
<b>Pronunciation</b>	Unclear pronunciation.	Some pronunciation mistakes are made.	Very few pronunciation mistakes are made.	Easily understood.	/10
<b>Grammar</b>	Numerous grammatical errors occur, making communication difficult.	Makes several errors that interfere with understanding.	Makes few mistakes that do not interfere with understanding.	Use and control of a variety of structures.	/10
<b>Vocabulary</b>	Insufficient vocabulary impedes comprehension.	Limited vocabulary; frequent English language interference.	Considerable variety of vocabulary used with few mistakes.	Rich, precise and accurate vocabulary used.	/10

*Source:* Adapted from MasterWord Services (2013)

## UNIT 3 LEISURE ACTIVITIES

### ACTIVITY 6

Video: Talking Movies' Top 10 films of 2018



<https://www.bbc.com/news/av/entertainment-arts-46620952/what-are-talking-movies-top-10-films-of-2018>

### SILENT VIEWING

Grade: 8th EGB

Time: 45 minutes

Skills: Speaking

Feature: Vocabulary

Vocabulary: Drama, mystery, romance, comedy.

**Useful expressions:**

This is a...

That is a....

**OBJECTIVE:** To increase the vocabulary identifying movie genres.

**INSTRUCTIONS:**

- The teacher gives the students the vocabulary about genre movies (drama, mystery, romance, comedy).
- The teacher plays the video silently just showing the movies' names.
- The students must guess the movie genre according to the names and the movie scenes shown.
- The students must expressions like: This is a drama movie.
- Finally the teachers plays the video with the sound.

### ASSESSMENT RUBRIC FOR ACTIVITIES

<b>Criteria</b>	<b>Poor (1-5)</b>	<b>Fair (5-6)</b>	<b>Good (7-8)</b>	<b>Excellent (9-10)</b>	<b>Total</b>
<b>Fluency</b>	Fluency is very limited, and pauses disrupt the communication process.	Hesitates frequently.	Speaks very clearly without hesitation.	Accurate, fluid speech.	/10
<b>Pronunciation</b>	Unclear pronunciation.	Some pronunciation mistakes are made.	Very few pronunciation mistakes are made.	Easily understood.	/10
<b>Grammar</b>	Numerous grammatical errors occur, making communication difficult.	Makes several errors that interfere with understanding.	Makes few mistakes that do not interfere with understanding.	Use and control of a variety of structures.	/10
<b>Vocabulary</b>	Insufficient vocabulary impedes comprehension.	Limited vocabulary; frequent English language interference.	Considerable variety of vocabulary used with few mistakes.	Rich, precise and accurate vocabulary used.	/10

*Source:* Adapted from MasterWord Services (2013)

## UNIT 3 LEISURE ACTIVITIES

### ACTIVITY 5

**Video:** Camila Cabello - Havana (Radio 1's Teen Awards 2017)



[https://www.youtube.com/watch?v=gHY3XFrEg\\_o&feature=youtu.be](https://www.youtube.com/watch?v=gHY3XFrEg_o&feature=youtu.be)

## REPRODUCTION ACTIVITY

Grade: 8th EGB

Time: 45 minutes

Skills: Speaking

Feature: Pronunciation

Vocabulary: words from the song.

**OBJECTIVE:** To improve the pronunciation by singing songs.

### INSTRUCTIONS:

- The teacher presents the video to the students.
- Provide the students with the song lyrics
- Play the song as many times as students need to learn it.
- Once the students have learn the song, the will sing it, paying special attention to pronunciation.

**Havana**  
**By Camila Cabello**

Hey  
 Havana, ooh na-na (ay)  
 Half of my heart is in Havana, ooh-na-na (ay, ay)  
 He took me back to East Atlanta, na-na-na  
 Oh, but my heart is in Havana (ay)  
 There's somethin' 'bout his manners (uh huh)  
 Havana, ooh na-na (uh)  
 He didn't walk up with that "how you doin'?" (uh)  
 (When he came in the room)  
 He said there's a lot of girls I can do with (uh)  
 (But I can't without you)  
 I knew him forever in a minute (hey)  
 (That summer night in June)  
 And papa says he got malo in him (uh)  
 He got me feelin' like  
 Ooh-ooh-ooh, I knew it when I met him  
 I loved him when I left him  
 Got me feelin' like  
 Ooh-ooh-ooh, and then I had to tell him  
 I had to go, oh na-na-na-na-na  
 Havana, ooh na-na (ay, ay)  
 Half of my heart is in Havana, ooh-na-na (ay, ay)  
 He took me back to East Atlanta, na-na-na (uh huh)  
 Oh, but my heart is in Havana (ay)  
 My heart is in Havana (ay)  
 Havana, ooh na-na

Jeffery

Just graduated, fresh on campus, mm  
 Fresh out East Atlanta with no manners, damn  
 Fresh out East Atlanta  
 Bump on her bumper like a traffic jam  
 Hey, I was quick to pay that girl like Uncle Sam (here you go, ay)  
 Back it on me, shawty cravin' on me  
 Get to diggin' on me (on me)  
 She waited on me (then what?)  
 Shawty cakin' on me, got the bacon on me (wait up)  
 This is history in the makin' on me (on me)  
 Point blank, close range, that be  
 If it cost a million, that's me (that's me)  
 I was gettin' mula, man they feel me  
 Havana, ooh na-na (ay, ay)  
 Half of my heart is in Havana, ooh-na-na (oh, ay, ay)  
 He took me back to East Atlanta, na-na-na (oh no)  
 Oh, but my heart is in Havana (ay)  
 My heart is in Havana (ay)


Havana, ooh na-na  
Ooh na-na, oh na-na-na (oo-oo)  
Take me back, back, back like  
Ooh na-na, oh na-na-na (yeah, babe)  
Take me back, back, back like  
Ooh na-na, oh na-na-na (yea, yeah)  
Take me back, back, back like  
Ooh na-na, oh na-na-na (yea, babe)  
Take me back, back, back  
(Hey, hey)  
Ooh-oo-oo  
Ooh-oo-oo  
Take me back to my Havana  
Havana, ooh na-na  
Half of my heart is in Havana, ooh-na-na (oh, yeah)  
He took me back to East Atlanta, na-na-na (ay, ay)  
Oh, but my heart is in Havana  
My heart is in Havana (ay)  
Havana, ooh na-na  
Uh huh  
Oh na-na-na (oh na, yeah)  
Oh na-na-na  
Oh na-na-na  
No, no, no, take me back  
Oh na-na-na  
Havana, ooh na-na



### ASSESSMENT RUBRIC FOR ACTIVITIES

<b>Criteria</b>	<b>Poor (1-5)</b>	<b>Fair (5-6)</b>	<b>Good (7-8)</b>	<b>Excellent (9-10)</b>	<b>Total</b>
<b>Fluency</b>	Fluency is very limited, and pauses disrupt the communication process.	Hesitates frequently.	Speaks very clearly without hesitation.	Accurate, fluid speech.	/10
<b>Pronunciation</b>	Unclear pronunciation.	Some pronunciation mistakes are made.	Very few pronunciation mistakes are made.	Easily understood.	/10
<b>Grammar</b>	Numerous grammatical errors occur, making communication difficult.	Makes several errors that interfere with understanding.	Makes few mistakes that do not interfere with understanding.	Use and control of a variety of structures.	/10
<b>Vocabulary</b>	Insufficient vocabulary impedes comprehension.	Limited vocabulary; frequent English language interference.	Considerable variety of vocabulary used with few mistakes.	Rich, precise and accurate vocabulary used.	/10

*Source:* Adapted from MasterWord Services (2013)

<b>ACTIVITY 7</b>	<b>UNIT 4 STREET LIFE</b>	
	<p><b>Video:</b> Dance captains and squads open the show to Giant - The Greatest Dancer   LIVE</p>  <p style="text-align: center;"><a href="https://www.youtube.com/watch?v=cSwtHCv6vTs">https://www.youtube.com/watch?v=cSwtHCv6vTs</a></p>	
<b>FREEZE FRAMING</b>		
<p>Grade: 8th EGB  Time: 45 minutes  Skills: Speaking  Feature: Grammar and Vocabulary  Vocabulary:  Clothes: jacket, scarf, pants, T-shirt, gloves, sneakers, shoes, skirt, sunglasses, hat, cap, slippers, sweater, jeans, boots, coat, shirt, shorts, sport pants, suit.  Colors: blue, purple, yellow, red, green, white, black, brown</p>	<p><b>Useful expressions:</b>  What is she/he wearing?  What are they wearing?  She/ he is wearing....  They are wearing...</p> <p><b>Grammar:</b>  Color + clothes</p>	
<b>OBJECTIVE:</b>		
<b>INSTRUCTIONS:</b> To describe what people are wearing.		
<ul style="list-style-type: none"> <li>The teacher presents the video to the students, but he must stop it several times. At the following seconds:</li> </ul>		

0: 10

0:18

0:27

0:35

0:48

1:00

1:08

1:11

1:20

1:32

- Each time the teacher stops the video, he will ask the students the following questions, according to the quantity of people in the video:
  - What are they wearing?
  - What is he/she wearing?
- Students must observe the video and answer the questions using the vocabulary suggested and the useful expression from the box.
- Students must pay special attention to the grammar use: color + clothes.

### ASSESSMENT RUBRIC FOR ACTIVITIES

<b>Criteria</b>	<b>Poor (1-5)</b>	<b>Fair (5-6)</b>	<b>Good (7-8)</b>	<b>Excellent (9-10)</b>	<b>Total</b>
<b>Fluency</b>	Fluency is very limited, and pauses disrupt the communication process.	Hesitates frequently.	Speaks very clearly without hesitation.	Accurate, fluid speech.	/10
<b>Pronunciation</b>	Unclear pronunciation.	Some pronunciation mistakes are made.	Very few pronunciation mistakes are made.	Easily understood.	/10
<b>Grammar</b>	Numerous grammatical errors occur, making communication difficult.	Makes several errors that interfere with understanding.	Makes few mistakes that do not interfere with understanding.	Use and control of a variety of structures.	/10
<b>Vocabulary</b>	Insufficient vocabulary impedes comprehension.	Limited vocabulary; frequent English language interference.	Considerable variety of vocabulary used with few mistakes.	Rich, precise and accurate vocabulary used.	/10

*Source:* Adapted from MasterWord Services (2013)

**ACTIVITY 8****UNIT 4 STREET LIFE**

Video: Meet the neighbours - Blessed - BBC comedy



<https://youtu.be/mwmnGLHSji0>

**FREEZE FRAMING**

Grade: 8th EGB

Time: 45 minutes

Skills: Speaking

Feature: Grammar

Vocabulary: Taking, introducing, laughing, saying, wearing, speaking.

**Grammar structures:**

**Present continuous tense**

**Affirmative:**

Subject + verb to be + main verb+ing

**Negative:**

Subject + verb to be + not + main verb+ing

**Questions:**

Verb to be + Subject + main verb+ing +?

**OBJECTIVE:** To talk about actions that are happening at the moment.

**INSTRUCTIONS:**

- The teacher presents the video to the students, but he must stop it several times.
- Each time the teacher stops the video he will ask the following questions to the students.
  - What is happening at the beginning?
  - What are they doing? 0:06
  - What is Bill doing? 0:33

- What is Bill saying? 0:53
- What are they doing? 1:04
- Why is Sue apologizing? 1:07
- What is Gary doing? 1:32
- Which language is Mary speaking? 1:50
- Students must observe the video and answer the questions using the verbs suggested in the vocabulary and the useful expression from the box.
- Students must pay special attention to the grammar about the present continuous tense.

### ASSESSMENT RUBRIC FOR ACTIVITIES

<b>Criteria</b>	<b>Poor (1-5)</b>	<b>Fair (5-6)</b>	<b>Good (7-8)</b>	<b>Excellent (9-10)</b>	<b>Total</b>
<b>Fluency</b>	Fluency is very limited, and pauses disrupt the communication process.	Hesitates frequently.	Speaks very clearly without hesitation.	Accurate, fluid speech.	/10
<b>Pronunciation</b>	Unclear pronunciation.	Some pronunciation mistakes are made.	Very few pronunciation mistakes are made.	Easily understood.	/10
<b>Grammar</b>	Numerous grammatical errors occur, making communication difficult.	Makes several errors that interfere with understanding.	Makes few mistakes that do not interfere with understanding.	Use and control of a variety of structures.	/10
<b>Vocabulary</b>	Insufficient vocabulary impedes comprehension.	Limited vocabulary; frequent English language interference.	Considerable variety of vocabulary used with few mistakes.	Rich, precise and accurate vocabulary used.	/10

*Source:* Adapted from MasterWord Services (2013)

## ACTIVITY 9

# UNIT 5 AMAZING PLACES

Video: A weekend in Manchester



<https://youtu.be/S5fl830XHm8>

## PICTURELESS LISTENING

Grade: 8th EGB

Time: 45 minutes

Skills: Speaking

Features: Pronunciation and fluency

**OBJECTIVE:** To connect previous knowledge with new information.

### INSTRUCTIONS:

- The teacher just plays the audio of the video.
- The students listen to the information in the video.
- After listening the students must share the information they understood.
- Then the teacher plays the video with the images and the students compare what they understood with what the video is really about.



### ASSESSMENT RUBRIC FOR ACTIVITIES

<b>Criteria</b>	<b>Poor (1-5)</b>	<b>Fair (5-6)</b>	<b>Good (7-8)</b>	<b>Excellent (9-10)</b>	<b>Total</b>
<b>Fluency</b>	Fluency is very limited, and pauses disrupt the communication process.	Hesitates frequently.	Speaks very clearly without hesitation.	Accurate, fluid speech.	/10
<b>Pronunciation</b>	Unclear pronunciation.	Some pronunciation mistakes are made.	Very few pronunciation mistakes are made.	Easily understood.	/10
<b>Grammar</b>	Numerous grammatical errors occur, making communication difficult.	Makes several errors that interfere with understanding.	Makes few mistakes that do not interfere with understanding.	Use and control of a variety of structures.	/10
<b>Vocabulary</b>	Insufficient vocabulary impedes comprehension.	Limited vocabulary; frequent English language interference.	Considerable variety of vocabulary used with few mistakes.	Rich, precise and accurate vocabulary used.	/10

*Source:* Adapted from MasterWord Services (2013)

## ACTIVITY 10

# UNIT 5 AMAZING PLACES

Video: Asking for directions - the reality



<https://www.youtube.com/watch?v=3z9K6Hdkc7E>

## ROLE PLAY

Grade: 8th EGB

Time: 45 minutes

Skills: Speaking

Feature: Fluency, pronunciation and vocabulary.

Vocabulary: between, across from, next to, behind, on the corner of, go straight/Turn left/right to get to the...

**Useful expressions:**

How can I get to...

**OBJECTIVE:** To ask for and give directions.

**INSTRUCTIONS:**

- The teacher plays the video several times until the students get familiar with the information that they listen to.
- Then, the students in pairs must perform a role play about the situation presented in the video.
- The students will use the vocabulary suggested and the useful expressions from the box.

### ASSESSMENT RUBRIC FOR ACTIVITIES

<b>Criteria</b>	<b>Poor (1-5)</b>	<b>Fair (5-6)</b>	<b>Good (7-8)</b>	<b>Excellent (9-10)</b>	<b>Total</b>
<b>Fluency</b>	Fluency is very limited, and pauses disrupt the communication process.	Hesitates frequently.	Speaks very clearly without hesitation.	Accurate, fluid speech.	/10
<b>Pronunciation</b>	Unclear pronunciation.	Some pronunciation mistakes are made.	Very few pronunciation mistakes are made.	Easily understood.	/10
<b>Grammar</b>	Numerous grammatical errors occur, making communication difficult.	Makes several errors that interfere with understanding.	Makes few mistakes that do not interfere with understanding.	Use and control of a variety of structures.	/10
<b>Vocabulary</b>	Insufficient vocabulary impedes comprehension.	Limited vocabulary; frequent English language interference.	Considerable variety of vocabulary used with few mistakes.	Rich, precise and accurate vocabulary used.	/10

*Source:* Adapted from MasterWord Services (2013)

**ACTIVITY 11**

**UNIT 6 DAILY ROUTINES**

Video: Lou Reed - Perfect Day – BBC Two



<https://www.youtube.com/watch?v=uCpkwAkNJj0>

**FAST FORWARD**

Grade: 8th EGB  
Time: 45 minutes  
Skills: Speaking  
Features: Pronunciation  
Vocabulary: Drink, gets, go, feed, keep, park, home, zoo, movie

**Useful expressions:**

What about you?

**OBJECTIVE:** To talk about daily activities.

**INSTRUCTIONS:**

- The teacher presents the video to the students
- The students listen to the song
- The students read the lyrics and practice the pronunciation
- The students work in pairs and ask their partner the question: What about you?
- The students retell the song using verbs related to their daily routine.

Lou Reed – Perfect Day

Just a perfect day  
Drink Sangria in the park  
And then later  
When it gets dark, we go home

Just a perfect day  
Feed animals in the zoo  
Then later  
A movie, too, and then home

Oh, it's such a perfect day  
I'm glad I spend it with you  
Oh, such a perfect day  
You just keep me hanging on  
You just keep me hanging on

Just a perfect day  
Problems all left alone  
Weekenders on our own  
It's such fun

Just a perfect day  
You made me forget myself  
I thought I was  
Someone else, someone good

Oh, it's such a perfect day  
I'm glad I spent it with you  
Oh, such a perfect day  
You just keep me hanging on  
You just keep me hanging on

You're going to reap just what you sow  
You're going to reap just what you sow  
You're going to reap just what you sow  
You're going to reap just what you sow

### ASSESSMENT RUBRIC FOR ACTIVITIES

Criteria	Poor (1-5)	Fair (5-6)	Good (7-8)	Excellent (9-10)	Total
<b>Fluency</b>	Fluency is very limited, and pauses disrupt the communication process.	Hesitates frequently.	Speaks very clearly without hesitation.	Accurate, fluid speech.	/10
<b>Pronunciation</b>	Unclear pronunciation.	Some pronunciation mistakes are made.	Very few pronunciation mistakes are made.	Easily understood.	/10
<b>Grammar</b>	Numerous grammatical errors occur, making communication difficult.	Makes several errors that interfere with understanding.	Makes few mistakes that do not interfere with understanding.	Use and control of a variety of structures.	/10
<b>Vocabulary</b>	Insufficient vocabulary impedes comprehension.	Limited vocabulary; frequent English language interference.	Considerable variety of vocabulary used with few mistakes.	Rich, precise and accurate vocabulary used.	/10

*Source:* Adapted from MasterWord Services (2013)

## ACTIVITY 12

# UNIT 6 DAILY ROUTINES

Video: Victoria Beckham meets little Ant & Dec



<https://www.bbc.co.uk/music/articles/b6d0b46b-342c-43ee-a13d-b3ac04b5439c>

## FOLLOW UP ACTIVITIES

Grade: 8th EGB

Time: 45 minutes

Skills: Speaking

Features: Fluency, pronunciation and vocabulary.

Vocabulary: entertaining, boring, short, long, interesting

**OBJECTIVE:** To practice questions and answers to improve the speaking skill.

### INSTRUCTIONS:

- The teacher presents the video to the students.
- After watching the video, the teacher provides follow up activities for students to have further extended oral practice.
- The teacher will ask the students the following questions:  
What is the video about?  
Who is being interviewed?  
Who are interviewing Victoria Beckham?  
What kind of questions are they asking?

The students work in pairs and discuss with their partners about the interview. They give their opinions about the interview, they discuss if it was entertaining, boring, short, long, interesting.

### ASSESSMENT RUBRIC FOR ACTIVITIES

<b>Criteria</b>	<b>Poor (1-5)</b>	<b>Fair (5-6)</b>	<b>Good (7-8)</b>	<b>Excellent (9-10)</b>	<b>Total</b>
<b>Fluency</b>	Fluency is very limited, and pauses disrupt the communication process.	Hesitates frequently.	Speaks very clearly without hesitation.	Accurate, fluid speech.	/10
<b>Pronunciation</b>	Unclear pronunciation.	Some pronunciation mistakes are made.	Very few pronunciation mistakes are made.	Easily understood.	/10
<b>Grammar</b>	Numerous grammatical errors occur, making communication difficult.	Makes several errors that interfere with understanding.	Makes few mistakes that do not interfere with understanding.	Use and control of a variety of structures.	/10
<b>Vocabulary</b>	Insufficient vocabulary impedes comprehension.	Limited vocabulary; frequent English language interference.	Considerable variety of vocabulary used with few mistakes.	Rich, precise and accurate vocabulary used.	/10

*Source:* Adapted from MasterWord Services (2013)





**APPENDIX A**  
**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA**  
**EXTRANJERA**

**Students' survey**

**Objective:** This survey aims to identify appropriate British Broadcasting Corporation (BBC) authentic videos to develop students' speaking skill. The material selected will be used as part of a dynamical proposal to be implemented in 8<sup>th</sup> grade EGB at Unidad Educativa "Primicias de la Cultura de Quito".

**Instructions:** Please, indicate the option that best suits you.

- 1) Is it important for you to speak English?  
a. Yes    b. No
  
- 2) How often do you practice English speaking in class?  
a. Never    b. Sometimes    c. Always
  
- 3) How often do you speak English outside the classroom?  
a. Never    b. Sometimes    c. Always
  
- 4) How much do you like speaking English in class?  
a. I don't like speaking English in class  
b. I like speaking English in class  
c. I love speaking English in class
  
- 5) What is the most difficult feature to develop in English speaking?  
a. Fluency    b. Pronunciation    c. Grammar    d. Vocabulary
  
- 6) Have you ever watched BBC videos?  
a. Yes    b. No

- 7) What kind of videos would you like to watch in the English class?  
a. Films      b. Documentaries      c. News      e. Musicals
- 8) For what purpose do you watch videos in English?  
1) Entertainment      b. Marketing      c. Information      e. Education
- 9) Do you think audiovisual materials would help you to improve your English speaking skill?  
a. Yes      b. No

## APPENDIX B

UNIVERSIDAD TÉCNICA DE AMBATO



FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA  
EXTRANJERA

### Pretest and Posttest

**Objective:** This is a speaking test for English students. This test is aimed to determine the effect of using British Broadcasting Corporation (BBC) authentic videos in the development of the speaking skill of 8<sup>th</sup> grade EGB students at Unidad Educativa “Primicias de la Cultura de Quito”.

#### Instructions:

Task		Instructions	Assessment Criteria
Part 1	Answering questions	Answer 10 questions	Fluency
Part 2	Making decisions	Listen to the situation, look at the pictures and talk about what you decide to do	Pronunciation Grammar Vocabulary
Part 3	Describing a picture	Look at the picture and describe what you see	

**Task 1:**

**Part 1: Answering questions**

**Instructions:** Answer the following questions (10 minutes)

What's your name?

Where do you live?

Do you study English at school?

Do you enjoy studying English?

Do you think English will be useful for you in the future?

Tell us about your school.

How many hours a week do you study?

Tell us about your family.

What do you enjoy doing at the weekends?

What did you do yesterday / last weekend?

**Part 2: Making decisions (5 minutes)**

**Instructions:** Listen to the following situation, look at the pictures and talk about what you decide to do

**Situation:** You won a competition to visit a new country. You are going to travel for one week. Talk about where you would like to go and decide which place you will choose.



**Part 3: Describing pictures (3 minutes)**

**Instructions:** Look at the picture and describe what you see.



## APPENDIX C

### SPEAKING ASSESSMENT RUBRIC

<b>Criteria</b>	<b>Poor (1)</b>	<b>Fair (2)</b>	<b>Good (3)</b>	<b>Excellent (4)</b>	<b>Total</b>
<b>Fluency</b>	Fluency is very limited, and pauses disrupt the communication process.	Hesitates frequently.	Speaks very clearly without hesitation.	Accurate, fluid speech.	/4
<b>Pronunciation</b>	Unclear pronunciation.	Some pronunciation mistakes are made.	Very few pronunciation mistakes are made.	Easily understood.	/4
<b>Grammar</b>	Numerous grammatical errors occur, making communication difficult.	Makes several errors that interfere with understanding.	Makes few mistakes that do not interfere with understanding.	Use and control of a variety of structures.	/4
<b>Vocabulary</b>	Insufficient vocabulary impedes comprehension.	Limited vocabulary; frequent English language interference.	Considerable variety of vocabulary used with few mistakes.	Rich, precise and accurate vocabulary used.	/4

*Source:* Adapted from MasterWord Services (2013)

*Elaborated by:* Zurita, C. (2019)

## APPENDIX D

### SURVEY VALIDATION

#### BRITISH BROADCASTING CORPORATION (BBC) AUTHENTIC VIDEOS FOR SPEAKING SKILL DEVELOPMENT

**Direction:** this tool asks for the evaluation of the questionnaire to be used in the data gathering for the investigation stated above, to establish its validity. You are requested to give your honest assessment using the criteria stated below; please check (✓) only one from the selection.

Scale	Interpretation
5	Very high valid
4	High valid
3	Valid
2	Less valid
1	No valid at all

Validators' questionnaire assessment

No.	Questions	Criteria				
		a	b	c	d	e
1	Is it important for you to speak English?					
2	How often do you practice English speaking in class?					
3	How often do you speak English outside the classroom?					
4	How much do you like speaking English in class?					
5	What is the most difficult feature to develop in English speaking?					
6	Have you ever watched BBC videos?					
7	What kind of videos would you like to watch in the English class?					
8	For what purpose do you watch videos in English?					
9	Do you think audiovisual materials would help you to improve your English speaking skill?					

**Legend**

	<b>Criteria</b>
<b>a</b>	The indicators in the question consistently and accurately measure each variables of the investigation.
<b>b</b>	The question has the ability to distinguish the characteristics or the properties of differing attributes of the subjects under study.
<b>c</b>	Quick and complete data can be generated by the question within the time frame allowed to obtain the data.
<b>d</b>	The question has no influence on the variables being measured.
<b>e</b>	The question is capable of generating data that will be of value and practical use to the sectors concerned in the investigation.

Comments and suggestions:

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Signature of the validator

**APPENDIX E**

**PRETEST AND POSTTEST VALIDATION**

**UNIVERSIDAD TECNICA DE AMBATO  
DIRECCION DE POSGRADOS  
MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO  
LENGUA EXTRANJERA**

<b>General aspects</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
The instrument contains clear and precise instructions to be completed			
The assessment scale is clear and precise			
The assessed criteria lead to the achievement of the research objective			

Applicable                      Not applicable                      Applicable considering the comments

Validated by:

ID Number:

Date:

Signature:

Telephone:

Email:



## REFERENCES

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