

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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Title:

Educational Short-Form Content and Speaking Skills

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SUPERVISOR APPROVAL

CERTIFY:

I, Mg. Sulca Guale Manuel Xavier, holder of the I.D No. 180244754-8, in my capacity as supervisor of the Research dissertation on the title: “Educational Short-Form Content and Speaking Skills” investigated by Miss Poaquiza Toasa Genesis Belen with ID No. 185064797-3, confirm that this research report meets the technical, scientific and regulatory requirements, so its presentation is authorized to the corresponding body in order to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.



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DECLARATION PAGE

I declare this undergraduate dissertation entitled "Educational Short-Form Content and Speaking Skills" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.



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DEDICATION

TO:

To God, for being the fundamental pillar in my life who has given me the courage and strength to achieve all my goals.

To Maria Graciela, my mom, for being a part of all my dreams, for guiding me through difficult times, and for teaching me to never give up.

To Lourdes, Roberto, Maria, Bryan, Pablo, Domenica, Joe, Juan, Juliana, and Mariana, for always being by my side, for your love, and for those unforgettable moments and memories we have shared.

To me, for being able to believe in the impossible, for always moving forward, and putting effort and heart into everything I do.

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TITLE: "Educational Short-Form Content and Speaking Skills"

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ABSTRACT

The objective of this study was to examine the students' perspectives on how Educational Short-Form Content fosters the development of speaking skills in English as a Foreign Language Learning (EFL). This study employed a descriptive research design with a quantitative approach. Data was collected through a survey administered to 60 A2-level learners (35 men and 25 women) from the Centro de Idiomas at Universidad Tecnica de Ambato. The instrument consisted of a Likert-scale questionnaire design. It was validated by five experts in the field, obtaining an Aiken's V coefficient of 0.99, which demonstrated high content validity. In addition, the reliability of the questionnaire was assessed through the Cronbach's alpha coefficient (0.718). The findings revealed that the formats (TikTok videos and YouTube Shorts) and the instructional purpose (demonstrative video content and explanatory video content) are the most popular learning materials among students since they offer contextualized, brief, and accessible information, which helps reduce cognitive overload. According to the students' responses regarding speaking subskills, accuracy, pronunciation, and comprehension are most developed in the classroom. This is because learners mainly view English learning as a process that requires understanding others' messages to produce the correct grammatical sentence structure and proper pronunciation. Moreover, this study determines that the most useful speaking techniques are songs, shadowing, and phonetic drills since they are dynamic, interactive, and accessible. These allow learners to control the activities, repeat, listen to, and practice the content at their own pace. Overall, this study concludes that digital resources support the development of speaking skills by promoting engaging, flexible, and learner-centered practices.

Keywords: Educational short-form content, speaking subskills, EFL learning, speaking techniques, learning material

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RESUMEN

El objetivo de este estudio fue examinar las perspectivas de los estudiantes sobre cómo el Contenido Educativo de Formato Corto fomenta el desarrollo de las habilidades orales en el Aprendizaje del Inglés como Lengua Extranjera (EFL). Este estudio empleó un diseño de investigación descriptivo con un enfoque cuantitativo. Los datos se recopilaron a través de una encuesta administrada a 60 estudiantes de nivel A2 (35 hombres y 25 mujeres) del Centro de Idiomas de la Universidad Técnica de Ambato. El instrumento consistió en un cuestionario con escala Likert. Fue validado por cinco expertos en el campo, obteniendo un coeficiente V de Aiken de 0.99, lo que demostró una alta validez de contenido. Además, la confiabilidad del cuestionario se evaluó a través del coeficiente alfa de Cronbach (0.718). Los hallazgos revelaron que los formatos (videos de TikTok, los cortos de YouTube) y el propósito didáctico (el contenido de video corto demostrativo y el contenido de video corto explicativo) son los materiales de aprendizaje más populares entre los estudiantes, ya que ofrecen información contextualizada, breve y accesible, lo que ayuda a reducir la sobrecarga cognitiva. De acuerdo a las respuestas de las subhabilidades orales, la precisión, la pronunciación y la comprensión son las que más se desarrollan. Esto se debe a que los estudiantes conciben el aprendizaje del inglés principalmente como un proceso que requiere comprender los mensajes de los demás para producir la estructura gramatical correcta de las oraciones y una pronunciación adecuada. Además, este estudio determina que las técnicas orales más útiles son las canciones, la imitación y los ejercicios fonéticos, ya que son dinámicas, interactivas y accesibles. Estas permiten a los estudiantes controlar las actividades, repetir, escuchar y practicar el contenido a su propio ritmo. En general, este estudio concluye que los recursos digitales apoyan el desarrollo de las habilidades orales al promover prácticas atractivas, flexibles y centradas en el estudiante.

Palabras clave: Contenido educativo breve, subhabilidades de expresión oral, aprendizaje de inglés como lengua extranjera, técnicas de expresión oral, material didáctico

Chapter I.-Theoretical Framework

1.1 Research Background

To support this study, a review of various academic sources was conducted, including scientific articles and academic research published between 2021 and 2025. These sources were carefully analyzed to obtain relevant and reliable information. The selected studies were found in databases such as Google Scholar, ScienceDirect, and ERIC. The main objective was to analyze the use of Educational Short-Form Content in learning environments and its impact on the development of speaking skills in second language learners. These studies allow us to understand how short and dynamic educational materials can support language learning.

Several studies have demonstrated that educational short-form content positively impacts English language learning in EFL contexts. To begin with, Hidayat et al. (2025) demonstrated that using short-form content in the classroom setting is an effective tool that boosts student speaking abilities. The research used a pre-experimental one-group pre-test and post-test design to examine the impact of the Educational Short-form content platform, particularly TikTok and YouTube Shorts, in improving speaking skills among first-semester students at Universitas Bina Saraba Informatika (UBSI). The research involved 25 English major students who participated in eight interactive sessions over four weeks. To measure the oral performance, they used a standardized rubric based on fluency, pronunciation, confidence, and vocabulary. The results showed a notable improvement in students' speaking performance, going from 55.20 in the pre-test to 75.40 in the post-test.

Extending the analysis to listening skills, Hamid et al. (2025) investigated the impact of short-form content on high school students employing a quantitative study. The study involved 30 high school students who completed a pre-test and post-test. Data were also collected through a questionnaire measuring the frequency of TikTok and Instagram Reels usage, as well as a TED-Ed video-based test. The findings revealed that this content strengthens their listening skills since it offers engaging and interactive learning opportunities for EFL students. However, this study also identified two issues: content quality and distraction risk. Overall, it enriches learners' motivation, speaking, and listening development, but the content must be carefully integrated into the learning process.

In addition to speaking and listening, researchers have explored its impact on lexical development. Irawansyah et al. (2025) indicated that the use of educational brief videos improves learners' vocabulary acquisition in speaking activities. The research carried out a

quasi-experimental method. The study involved 30 members of UKM Bahasa at Universitas Islam Negeri Radem Intan Lampung, selected through a purposive sample. A pre-test and post-test were implemented in the treatments. To get information, the data was analyzed using validity, reliability, normality, and homogeneity tests. The results demonstrated an essential increment in oral performance, with a pre-test score of 49.79 compared to a post-test score of 70. It is concluded that lexical acquisition improved significantly and also demonstrates the effectiveness of technology in the learning process.

Furthermore, some studies have explored the impact of educational short-form content on academic performance. Tamayo et al. (2025) found that the Educational Short-Form videos influence the academic performance of the primary students in Manila's University. The objective was to analyze whether digital platforms, such as TikTok, YouTube Shorts, and Instagram Reels, are tools that can be included in the learning process. The researchers employed a quantitative correlational study where 92 college students participated in the survey intervention. Data were evaluated through descriptive and correlational statistics. At the end of the study, it was observed that using this type of multimedia resource supports pedagogical approaches as innovative tools that prepare students for lifelong digital citizenship.

Along the same line, other studies have examined their overall contribution to English language development. Alfitri (2025) proved that the implementation of short-form content can contribute to the development of English language skills. Alfitri led a quasi-experimental design and quantitative research. The study compared two groups of 30 students at Institut Elkatarie. The experimental group employed an extra learning tool, in this case TikTok, and the control group followed the traditional classroom method. The data collection was through in-depth interviews, a usage questionnaire, and a pre-test and post-test. The study demonstrated a meaningful improvement in listening comprehension, pronunciation, and vocabulary acquisition. Furthermore, participants stated that this short-form content facilitated their understanding of how language is used in a real-life context. Therefore, the digital tool can complement traditional learning, offering a flexible, interactive, and dynamic environment.

Related studies have focused on the role of technology in improving students' speaking skills; Alam (2025) highlighted that multimedia input for EFL students can reduce common errors related to inflectional morphemes. The researchers conducted an experimental study involving 104 undergraduate Arabic students who were divided into an experimental and a control group. Traditional methods were used in the control group, while in the experimental

group, tasks were performed using multimedia techniques, such as video clips and questionnaires. Moreover, a pre-test and a post-test were applied to collect important data. These data were analyzed using RM-ONOVA with SPSS. The result showed that the application of multimedia resources is an essential tool for improving grammatical accuracy in speech, as the experimental group reached a considerable improvement compared to the control group.

In this sense, Bakeer et al. (2023) reported that combining project-based learning and mobile learning improved the speaking skills of 97 English major students at Palestine University. The population consisted of 19 men and 78 women, who participated in collaborative projects based on the OMEGA-P cycle. A semi-structured interview via Messenger and WhatsApp was used to assess student progress. At the end, the findings revealed that learners enhanced vocabulary acquisition, fluency, and self-confidence in their oral communication. Moreover, the study highlighted the crucial role of Project-based learning as an approach that provides an enjoyable and flexible learning environment.

Likewise, Dinh and Phung (2023) established that incorporating videos before and after speaking classes enhances students' speaking development. The study focused on a quasi-experimental mixed-methods design. For this study, the participants were 78 high school students. They were organized into two groups: the experimental group and the control group. The experimental group participated in speaking activities where videos were introduced at the beginning and at the end, and the control group was exposed to the regular speaking classes. The intervention was over 12 weeks. To compile data, the instruments were Likert-style questionnaires and semi-structured interviews that helped to measure the participants' attitudes. Nonetheless, a pre-test, a post-test, and a questionnaire, such as a rubric, were applied to check the progress in oral performance. The final research outcomes demonstrated that the application of videos in communicative classes increases the cognitive, emotional, and behavioral aspects of EFL students.

Similarly, Tuisa and Mosa (2025) confirmed that micro-vlogging improves oral communication skills. The study undertook a quasi-experimental design with 4th-grade students at the Surigao City Pilot School. The pre-test and post-test were used to obtain the crucial information. The population consisted of 60 intermediate pupils who contributed to the Short-Form content video creation as part of the different sessions. As a result, micro-vlogging was an effective technique that allowed learners to improve oral fluency and articulation of

ideas. Moreover, the experiment supports learner-centered approaches through meaningful use of technology and an authentic learning environment.

Finally, Bai and Xian (2024) revealed that Digital Storytelling (DST) is an effective strategy to develop speaking skills for International English Language Testing System (IELTS) preparation. In this study, 89 students of English as a foreign language participated in a randomized controlled trial. This population was divided into a control and an experimental group. To observe the effects of the interventions on EFL learners, the research was conducted through a pre-test, a post-test, and a one-month follow-up. On the other hand, the data were evaluated using the Linear Mixed-Effects Models (LMM) that combine fixed and random effects. Finally, this study concluded that digital storytelling activities help reduce anxiety and improve self-regulation in speech, while also serving as engaging and meaningful tools within the classroom.

Previous research studies focused on how digital technology supports English language learning, especially speaking skills among EFL learners. Early studies emphasize that multimedia learning resources reduce linguistic mistakes through video-based learning approaches. More recent research incorporates cutting-edge and interactive tools, including short-form content platforms such as TikTok, YouTube Shorts, micro-vlogging, digital storytelling, and mobile learning, among others. The findings show that fluency, pronunciation, vocabulary, grammar, and listening comprehension gradually improve with the implementation of these types of tools. Furthermore, most research is conducted through experimental and quasi-experimental investigations, including pre-tests and post-tests that show students' progress in the skill being applied. Technology also enhances other aspects, such as motivation and active participation, creating a student-centered environment. However, there is a need to conduct research to find out how this Educational Short-Form Content can be incorporated as a tool in the development of speech skills.

1.2 Theoretical Foundation of the Variables

1.2.1 Independent Variable

Mobile learning

According to Sharples and Spikol (2017), mobile learning is an educational approach and learning medium that embeds portable digital technologies such as smartphones and tablets into the learning process. This learning approach emphasizes collaborative and individual

activities to acquire knowledge through digital interaction on mobile devices. Goksu (2020) suggests that mobile learning supports learner-centered pedagogies, since it enables people to learn anytime, anywhere, and in different situations. Besides, this type of learning is not only based on using devices but also on the experiences, opportunities, and flexible environment that technology provides. Similarly, Zou et al. (2025) state that mobile learning has become an essential component of digital education because mobile devices facilitate continuous access to educational resources, promote personalized learning, and support learning beyond traditional classroom settings.

Sharples and Spikol (2017) emphasize that mobile learning can be spontaneous, personal, informal, contextual, portable, and ubiquitous because the learning process is not just in the classroom setting. In other words, learning happens in multiple environments. Garzón et al. (2023) explain that mobile learning provides flexible learning experiences through mobile devices, enabling students to access educational content and engage in learning activities across various contexts. From this perspective, learners can use real-life situations as opportunities to develop meaningful knowledge regardless of time or place.

Thus, according to Berge and Muilenburg (2013), mobile learning began in the 1970s when Alan Kay created the Dynabook, the first handheld multimedia computer intended as a learning device. Although it was never built due to technological limitations, it served as a basis for developing a graphical interface and advanced learning technology. Later, in the 1980s, digital tools became more personalized as laptops and handheld computers emerged. Then, in the 1990s, new tools such as PDAs, web browsers, digital cameras, and wireless wideband services made connecting and using devices more relevant in education.

Several learning theories support the role of mobile learning in education. Among the most prominent are constructivism, situated learning, and connectivism. In general, these theories explain how people develop and acquire knowledge through interaction, real-world experiences, and the use of digital technologies (Keskin & Metcalf, 2011). In constructivism, learners have an active role in building their own knowledge through experiences, exploration, and solving problems with the environment. Yakar et al. (2020) state that the use of mobile technology provides tools and real-life situations to share and develop knowledge. Another important aspect is that this learning theory focuses on two principal divisions: social constructivism and cognitive constructivism. From a social perspective, learners can learn collaboratively since they communicate and share information globally with people through

mobile devices such as laptops and smartphones, as Vygotsky established. While the cognitive perspective is reflected when these tools are used, allowing students to synthesize information individually and reflect on their understanding.

Brown et al. (1989) indicate that situated learning, as proposed by Jan Lave and Etienne Wenger, requires that learning is meaningful when they are exposed to authentic environments with real situations and activities. The purpose of this learning is not only to understand theoretical concepts but also to apply this knowledge in real-world contexts. For this reason, learners become active participants in the process, which increases autonomy, retention, and motivation. Within mobile learning, these ideas center on a context in which participants engage in authentic tasks across simulated and real environments, thereby reinforcing the transfer of understanding and insight. As a result, in real-world tasks, they can collect data through taking photos, consulting online information, and watching videos directly and easily (Ye et al., 2023).

Finally, connectivism is a learning theory developed by George Siemens and Stephen Downes that focuses on the learning process in the digital age (Al-Shehri, 2011). Additionally, Al-Shehri mentions that due to the constant changes in the digital age and the field of education, connectivism emphasizes the importance of knowing where and how to find knowledge. One idea it supports is that digital or online platforms allow access to vast amounts of information, thus improving learning autonomy by enabling the selection and connection of relevant information. Siemens (2005) emphasizes that knowledge is a network that connects with people, groups, digital systems, and online communities to access information and identify relevant ideas. According to McQuiggan et al. (2015), mobile learning becomes a crucial tool, since through the use of mobile devices, users can access educational content, communicate with others, and participate in learning.

Digital Platforms

Digital platforms have become essential for creating new opportunities for communication, transmission, and information processing. De Reuver et al. (2017) pointed out that platforms work as online spaces where people can find other users who want to share the same interests and concerns. In addition, Pervushina and Galiutinova (2022) indicate that digital platforms are interconnected online technological infrastructures. These enable interaction and information exchange among users via the internet. In other words, digital platforms are a complex system, where collaboration, connectivity, and constant feedback

create advantages for acquiring knowledge. Furthermore, they argue that these platforms are transforming traditional learning experiences because they serve as tools for evaluating educational content, managing courses, providing diverse educational resources such as videos, presentations, simulations, and assessing student progress.

Moreover, Zou et al. (2025) mention that Digital platforms in education present several characteristics that facilitate teaching and learning processes in digital environments. These digital platforms offer various features that facilitate teaching and learning in educational contexts. The main ones are connectivity, accessibility, and the ability to integrate diverse resources, allowing students to access study materials. This is referred to as a digital ecosystem, encompassing a set of platforms, applications, tools, services, and users, regardless of time or geographic location.

According to Josué et al. (2023), the expansion of digital platforms is closely linked to the rise of the internet. It all began with the creation of PLATO (Programmed Logic for Automated Teaching Operations) by Donald Bitzer. This was an interactive learning system where learners accessed interactive lessons, assessments, user communication, and forums. During the 1990s and 2000s, the internet grew even more rapidly, and two types of platforms emerged: educational platforms and social networks. Weller (2020) mentions that within educational platforms, Learning Management Systems (LMS) were developed to facilitate teaching and learning processes, including Blackboard Learn, Moodle, and Google Classroom. On the other hand, social media enables the learner to share content and engage in communicative opportunities. In the 2010s, Massive Open Online Courses (MOOCs) and educational platforms emerged, offering online courses for access to flexible and accessible learning, for instance, Coursera and edX. As analyzed by Santos et al. (2022), the important role of digital platforms became more evident during the COVID-19 pandemic. At this time, schools and universities relied on online technologies to continue learning. Tools such as Google Classroom, Zoom, and YouTube facilitated communication between teachers and students through the use of various multimedia resources. As a result, this digitization enabled flexible learning focused on student autonomy.

As with mobile learning, learning theories that complement digital platforms begin with constructivism and, more recently, connectivism (Asadullah et al., 2018). Constructivism, conducted by Piaget and Vygotsky, emphasizes that knowledge is built through interaction, experience, and reflection. While Connectivism, proposed by George Siemens and Stephen

Downes, posits that knowledge is acquired through access to networks of people, digital tools, and resources that offer information. In this way, learning is continuous and dynamic (Mattar, 2018).

In addition to learning theories, there are models that explain how digital platforms are used in education (Asadullah et al., 2018). One of the most widely used frameworks is the Technology Acceptance Model (TAM), developed by Fred Davis. This model is primarily based on perceived usefulness and ease of use; that is, it evaluates how users believe a technology can improve their learning performance. They use and adapt new technologies. In educational research, the TAM is often used to analyze the level of acceptance of digital platforms, LMSs, MOOCs, and educational apps. The main aim is to understand whether these tools encourage learners and teachers to use them in the learning process (Davis, 1989).

Lastly, another important framework in online learning is the Community of Inquiry. Pardales and Girod (2006) suggest that the philosophical origins can be traced to Charles Sanders Peirce and the educational work to Matthew Lipman. Peirce's view was that knowledge is developed through communities where people discuss, reflect, and analyze ideas together. Later, Lipman revisited these ideas to apply them within the teaching and learning process. Building on this foundation, Randy Garrison, Terry Anderson, and Walter Archer expanded this framework for online learning. They focus on three main elements: cognitive presence, social presence, and teaching presence. As indicated by Garrison et al. (2000), cognitive presence refers to the critical acquisition of information through problem-solving and reflection. Social presence involves creating a sense of communication, collaboration, and support among students. Finally, the teacher's role is as a guide, mentor, and support to facilitate learning. Together, the three main presences have a meaningful impact on online learning.

Educational Short-form content

In today's context, digital education has become a useful strategy for supporting learning. Educational short-form content refers to short videos that are designed to be dynamic, clear, and interactive. These are brief and concise resources that enable quick access to information through mobile devices (Monib et al., 2024). This learning material is connected to the principles of microlearning, as both emphasize delivering content in small units focused on a single topic or skill, facilitating motivation and information retention. (Hug, 2006).

Kohnke (2021) notes that educational short-form content can also include micro-lessons, quizzes, infographics, and short audio; however, the most common and prominent are short-form videos. These are designed to deliver a specific concept or information in a concise and interactive way. It combines visual and auditory elements that allow learners to engage and present clear concepts.

Mostrady et al. (2024) argue that educational short-form content originates from the principles of microlearning. In the early 2000s, the concept of microlearning was first introduced. Hug (2006) defines microlearning as the methods of instruction that provide material or information in small, concentrated bits that last 2 to 10 minutes. This approach points out and explains concepts focused on a single topic in a short time.

Later, the development of digital technology and mobile learning enabled the implementation of this concept in online learning. In this context, Bruck et al. (2012) introduced mobile microlearning, which focuses on delivering information in a short, flexible, and accessible way via mobile devices. To support these ideas, Mayer (2009) proposed the Cognitive Theory of Multimedia learning, which emphasizes that the use of multimedia materials such as text, video, images, and audio can improve learners' retention and understanding.

Based on these developments, Mostrady et al. (2024) indicate that social media started to transform the way people consume information. In 2013, the first platform for sharing short-form video platform of 6 seconds was Vine. After Vine, many other platforms, such as TikTok, Instagram, and YouTube, expanded these educational formats for educational purposes. These technological advances enable the creation of educational short-form content to explain brief concepts, tutorials, and microlessons.

Hug (2006) proposes that this content can be analyzed in four main dimensions that affect how well people learn from it. The first focuses on the format, which explains where and how the content is presented. This is followed by the purpose, which is the reason for the creation of this content. Interaction refers to the action of connecting with other users. Finally, visual and multimedia combine attractive features to engage and deliver dynamic and interactive content. These main elements show why short-form video content is the best form of educational content and contribute to the motivation and retention of learned material (Redondo et al., 2020).

Formats

Redondo et al. (2020) propose that formats are the basic way in terms of how they are organized, presented, and delivered to the learners. It can vary in many aspects, such as style, length, interactivity, and the factor of learning and engagement with the content. Common examples include Reels, short videos, and TikTok videos. These formats make information more flexible and effective for learning.

TikTok videos

Towpek and Suriani (2025) state that TikTok videos are audiovisual formats characterized by their flexible length, ranging from 15 seconds to 10 minutes. This format is designed to share specific concepts concisely, clearly, and interactively through the TikTok platform. This platform promotes an informal, humanized, and entertaining style that reduces learners' anxiety and encourages imitation. It allows creators to make and share videos that align with their preferences through its recommendation algorithm. TikTok videos facilitate language exposure by presenting real-life examples and mini-lessons in vocabulary and grammar through brief and dynamic explanations.

YouTube Shorts

According to Towpek and Suriani (2025), it is a type of short content, usually 60 seconds long, integrated within the YouTube platform. Shorts also support subtitles or lyrics, which can help students read and listen at the same time, improving listening skills, pronunciation, and spelling skills. In addition, Shorts can be used with longer videos, which can provide a quick and simple way to practice vocabulary, grammar, and useful English phrases. Unlike other platforms, the primary goal is for users to gain a deeper understanding of the information through the longer videos. In English language teaching, both short and long videos are tools to implement in the classroom.

Instagram Reels

Reels are a form of short, vertical videos on the Instagram application. It is estimated to have a length that ranges from 15 to 90 seconds. These reels are characterized by visual storytelling and creativity, which play an important role in catching learners' attention. Moreover, Instagram reels teach the use of common phrases such as greetings, idiomatic expressions, and grammar tips using graphics and mini-dialogues that show how to apply vocabulary in everyday contexts. The app algorithm provides access to educational videos

without following the account. Therefore, content distribution is constant, enabling repeated and natural interaction (Towpek & Suriani, 2025).

Instructional Purpose

Redondo et al. (2020) propose that the instructional purpose emphasizes the objective or intention that each video needs to achieve. As established by this classification, it has an educational and pedagogical function behind the content. In general, the purpose is crucial to analyze how video works in the language process. Besides, it allows teachers to align short video content with the instructional aim to enhance learner engagement. In this way, David Merrill proposed that the learning process must be designed to guide the learner. Therefore, it is divided into four components (Merrill, 2002).

Short-form explanatory video content

Explanatory video content refers to presenting or explaining difficult or new information or concepts in a clear and organized way so that learners understand well without the need for immediate practice (Merrill, 2002). It explains language elements such as lexical use, pronunciation, and grammatical rules. Due to limited time, the content selects the most important features and simplifies the complex information to highlight the main points. It makes the information clearer and more accessible to understand. This type is used to introduce or clarify a concept. This makes explainer videos a valuable tool in short lecture formats, as they allow students to easily access and understand content, even when time is limited (Jonassen et al., 1998).

Short-form demonstrative video content

Demonstrative video content shows step by step how language is applied in real or simulated situations, teaching how to build sentences, maintain conversation, and pronounce words correctly. It contextualizes examples of the language and allows the learner to watch how language functions in context (Merrill 2002). As a result, it serves as an intermediate for presenting authentic and semi-authentic language use. It bridges the gap between linguistic structures and communicative context, as Merrill mentioned.

Short-form practice-oriented video content

Brame (2016) mentions that practice-oriented videos present exercises and activities that encourage learners to participate actively since they implement repetitions, drills, or guided exercises. Practice-oriented video content adds short instructions like *repeat after me* or

provides pauses for learners to respond. suggests that implementing these videos improves learner retention. Therefore, it is important because learners are active and improve their learning by practicing and implementing new knowledge (Merrill, 2002).

Short-form interactive video content

Interactive prompt video content consists of short videos with questions, prompts, or challenges that the student has to respond to. The interaction is not always direct; these videos simulate participation by encouraging students to think and respond independently. It creates a more learner-centered experience and encourages active cognitive engagement, which is crucial when it comes to smaller digital learning units. This highlights the importance of interactive learning content (Brame, 2016)

Interaction

Redondo et al. (2020) explain that interaction is the manner in which learners engage with the digital learning materials. It can be active and passive. Brame (2016) demonstrates that the development of knowledge occurs through the interaction, manipulation, and active participation of information, highlighting the critical role of learner engagement in the learning process.

Active interaction

As suggested by Fitria (2022), active interaction is a way that learners have to respond to the video content. Instead of just watching or listening passively, engage the learner to do something. This type of interaction is based on the completion of a task, answering questions, and taking notes by producing the language, not only catching the information. Active interaction in digital environments means that the learner contributes, responds, or performs something, which indicates that she or he understands the material.

Passive interaction

This refers to the passive reception of the content, where learners receive and observe instructional content. In this form of communication, learners take on a receptive role, concentrating on the processing of the information being provided in the educational medium, such as a video or the explanation of a text. Thus, passive interaction includes cognitive processing of the instructional information, as it helps learners develop a basic understanding of the concepts presented (Fitria, 2022).

Visual features

Visual features constitute a fundamental component of educational short-form content, as they directly influence how information is presented, perceived, and processed for learners (Redondo et al., 2020). According to Mayer (2009), multimedia instruction depends on the integration of the visual and verbal information in a way that enables learners to develop a coherent mental representation of the materials. These visual elements optimize content delivery within limited time frames, complement different aspects of learners' attention, and facilitate knowledge retention.

Towpek and Suriani (2025) claim that in some short-form videos, the use of visual effects such as transitions, animations, music, filters, audio, images, icons, layouts, and virtual reality helps generate interest and catch the learner's attention in the relevant content. The use of all these facilitates overall understanding of the content, contributing to its acquisition, comprehension, and retention, especially in second language learning. In addition, these elements simplify the concept and help learners to understand better.

Sweller (1988) suggests that learning materials should be designed to reduce cognitive load, allowing learners to focus on essential information. In educational short-form videos, this is achieved through clear visuals, simple design, and concise content. These are presented in a brief and focused way, allowing students to process new information. Therefore, the short video aligns with microlearning because it focuses on one subtopic per lesson without overwhelming learners (Fitria, 2022).

Finally, visual characteristics have an essential impact on the learning outcomes. It enables learners to focus on the most important aspects of the information (Mayer, 2009). This is why they emphasize the importance of visuals and coordination between content. In this context, learners' motivation and engagement increase. Nevertheless, the strategies applied depend heavily on the student's state, avoiding distractions and excessive content. This visual planning helps students not only observe but also actively integrate the information received. Lastly, research into microlearning shows that the integration of brief, well-structured verbal explanations with good visual support is one of the most important predictors of learning effectiveness (Hug, 2006).

1.2.2 Dependent Variable

Language Skills

As identified by Husain (2015), language is not a subject learned through memorization, like mathematics or science. Rather, it is a skill developed through practice. Brown (2007) explains that language skills are individual abilities that enable effective communication. The four main skills are listening, speaking, reading, and writing, each of which requires constant practice to achieve communicative competence. These skills are essential for understanding ideas, expressing thoughts, and maintaining meaningful interactions, which allows learners to improve their communicative competence and apply the language in real-life situations.

From this perspective, language skills are divided into receptive skills and productive skills. According to Harmer (2008), receptive skills include listening and reading that focus on receiving, understanding, and interpreting information. These skills are the basics to help learners acquire new vocabulary and support the development of productive skills. On the other hand, productive skills are composed of speaking and writing, which emphasize that the language must be produced to express and communicate ideas. Harmer mentions that this classification highlights the idea that language learning requires both comprehension and production.

The development of language skills plays a crucial role in modern education. Ali (2022) argues that the four basic language skills must work together. For this reason, the Integrated Language Skills (ILS) approach emphasizes that in real life, people use them simultaneously to understand and communicate in various situations. Nunan (2012) emphasizes that language learning becomes more effective when learners integrate listening, speaking, reading, and writing in meaningful communicative contexts. Therefore, learning should integrate the four language skills to promote more effective communication. Kalsum et al. (2023) mention that the main objective of this approach in the classroom is for teachers to incorporate more activities that implement language skills. For example, listening to audio, reading text, and then discussing the main ideas with classmates, and writing a reflection or questions about the topic. Furthermore, to achieve better language proficiency, all these activities need to have a real-world context to enhance deep understanding. However, teachers are often only able to integrate two or three skills in each lesson. This is due to a lack of motivation, limited time, and a lack of resources and educational materials.

In addition, language skills also develop progressively over time. According to Hayiou-Thomas et al. (2012), language skills enable individuals to use language effectively. These skills encompass various linguistic components, such as phonology, vocabulary, and grammatical rules, which facilitate the interpretation and production of meaningful messages. Several studies indicate that these skills develop from childhood through adolescence. Furthermore, educational experiences play a crucial role in language development, as they introduce new academic vocabulary and foster the comprehension of more complex and structured texts. Therefore, it is essential to implement diverse strategies, such as group discussions, problem-solving, and project-based activities. Consequently, students will progressively develop more complex language skills.

As suggested by Ahmed (2024), to support the development of these skills, it is important to mention that, in teaching English as a foreign language, various approaches should be implemented with the aim of improving students' communicative ability. Celce-Murcia (2001) establishes that communicative competence is a main concept that focuses on the use of authentic material, such as real-world texts, conversations, and multimedia, to immerse learners in a natural language environment. This perspective is reflected in the Communicative Language Teaching (CLT), a learner-centered approach that promotes learning through interaction and active participation in language for real purposes. Robinson (2011) establishes that an application of Celce-Murcia's perspective can be found in task-based learning (TBL). It emphasizes that language is based on the completion of real-life tasks. These tasks, such as planning a trip and conducting an interview, require the use of language naturally to solve problems and achieve a specific objective. These approaches together promote active and contextualized learning that fosters the development of effective communication in the language.

Technology is used in language learning since it enables the development of language skills. Green (2005) mentions that in recent years, technological tools such as digital platforms and educational programs have provided interactive environments that stimulate reading, writing, vocabulary expansion, and communicative interaction. Furthermore, these resources allow access to diverse materials, such as videos, podcasts, clips, songs, games, quizzes, books, stories, and digital educational blogs that enrich the learning experience. As a result, technology functions as a pedagogical tool that, if integrated appropriately, can significantly contribute to the development of all four language skills. However, Green states that it is

important to include all these tools only for educational purposes that help improve learners' language skills, emphasizing the teacher's role as a guide and instructor of the activities.

Productive skills

Productive skills constitute an essential component of language learning as they enable learners to share information in oral and written contexts. Harmer (2015) suggests that productive skills are responsible for producing meaningful and organized verbal expressions. The development of these skills involves cognitive and communicative processes that require encoding thoughts into linguistic structures, enabling linguistic knowledge and the ability to apply it in authentic contexts. However, they develop through receptive skills such as reading and listening, which focus on input. Rozimela et al. (2024) indicate that active skills demand that learners apply the vocabulary and grammatical structures in language production. As a result, productive skills such as writing and speaking are key to communicative competence, since they have to organize and express ideas in many contexts.

One of the main features of active skills is the relationship with social interaction. After all, language is connected with people or groups. Vygotsky (1978) points out that learning is socially constructed through interaction and collaboration. Richards (2015) highlights that communicative classroom interaction is essential for the development of productive skills. When learners exchange ideas, communicate, and receive feedback, they improve these skills through real-life practice rather than in isolation. Interaction is necessary to refine their language, correct errors, and develop self-confidence, since it helps learners to realize each other and build a relationship. Moreover, Richards highlights that exposure to real-life communicative situations also helps people adapt language to different purposes and audiences. For this reason, the best way to develop productive skills is through participation, which enables the language to be used effectively, accurately, and appropriately across different settings.

Productive skills are closely linked to receptive skills. Demirel (2021) explains that the development of one directly affects the other. On the one hand, we have receptive skills, through which people acquire vocabulary, grammatical rules, and language use through listening and reading. They are passive receivers who interpret information. Subsequently, this knowledge serves as the basis for producing their own oral or written messages. In other words, a learner must be exposed to language before producing it. According to Yuzar and Rejeki (2020), this relationship suggests that both work together in the classroom. The more

comprehensible information students receive, the better prepared they will be for their own messages and for participating in communicative exchanges. Therefore, both are essential for developing comprehensive communicative competence.

Yuzar and Rejeki (2020) mention that implementing teaching strategies to improve productive skills is crucial in the classroom. Meaningful situations provide many opportunities for students to practice the language in the classroom. Azis et al. (2023) describe that these strategies should be organized into two steps or phases. The first is planning, which involves establishing clear objectives, selecting activities, and designing assessment mechanisms for the teacher. In this part, the teacher organized the development of the class. This is followed by implementation, where strategies that stimulate expression and creativity are applied, such as discussions, oral presentations, or group projects, and summarize activities. Furthermore, during this phase, the supplementary use of visual materials, strategic vocabulary simplification, and continuous exposure promote language acquisition. Therefore, Azis et al. state that to strengthen these skills, it is important to use activities that focus on rigorous practice that foster interaction and authentic communication. Besides, the teacher's role is crucial and necessary in the learning process.

The development of active skills can be analyzed through Swain's output hypothesis. Swain (1993) focuses on explaining that language production is not only carried out through u understanding grammatical rules but also with activities that allow for real-life interaction, so learners can identify and reflect on gaps in their knowledge through feedback. As suggested by De Jesus Sales (2020), when engaging in speaking and writing activities, learners are compelled to analyze, reorganize, and formulate grammatical and lexical structures to better express their ideas. Furthermore, feedback plays a crucial role, as it allows students to correct errors and improve accuracy and fluency. Consequently, the output highlights the active use of language through interaction processes.

Productive skills transform passive knowledge into active knowledge because students know how to use language in meaningful communication. These skills develop through thinking, using language, and interacting with their surroundings. This means they also depend on receptive skills, as these contribute to the input of knowledge. To achieve all of this, social interaction, teaching strategies, and structured practice play a significant role in strengthening these skills (De Jesus Sales, 2020). Richards (2015) highlights that some activities that incorporate communication and feedback allow students to improve their accuracy and fluency.

Therefore, speaking and writing are not only about saying or writing words, but are also about maintaining coherence and meaning in everything that learners try to express. This improves additional factors that are essential in productive skills, such as confidence, critical thinking, and greater autonomy.

Speaking skills

Among linguistic skills, speaking is considered one of the most important. It is described as a complex, multi-level skill because speakers need to know how to use their language knowledge in real-world contexts (Leong & Ahmadi, 2017). Brown (1994) defines speaking as an interactive process of making meaning that includes producing, receiving, and processing information. Besides, oral communication is characterized by listening, interacting, and understanding what others say. This enables learners to exchange ideas effectively.

According to Levelt (1989), linguistic models of speech production explain how people form what they are going to say before and during the speech process. Levelt's model describes this process through three main stages. First, message planning, that is, what people want to communicate. The second one is a formulation that emphasizes the selection and organization of words. Finally, speech articulation occurs, where all of the ideas are expressed aloud. During this process, speakers transform these ideas and adjust them as needed. As a result, oral production in a first language is almost automatic, but in a second language (L2) is difficult, because speakers need more time to plan all the preceding stages. This supports the fact that speaking is one of the most complex skills.

Speaking skills play an essential role in language acquisition. This is because they enable learners to communicate ideas, express opinions, and participate in social and academic contexts. In the context of English as a Foreign Language (EFL), the ability to speak effectively is often considered a primary target skill in instruction, as it reflects real-life language use (Leong & Ahmadi, 2017).

Speaking subskills

As described by Leong and Ahmadi (2017), oral communication is an essential component in the acquisition of English as a second language. It does not perform alone because it needs to develop a set of specific abilities that help the interaction and production of spoken language. Richards (2008) notes that these abilities are known as competences or subskills that work together, grouped into accuracy, fluency, and comprehension or interaction.

Moreover, Nation and Newton (2008) indicate that language-focused learning emphasizes the importance of accuracy components, such as grammar, vocabulary, and pronunciation, enabling learners to communicate effectively.

Accuracy

Accuracy is a fundamental component of oral communication skills, as it refers to the use of correct and appropriate language when people talk. This means that accuracy involves the correct construction of sentences, including the selection of appropriate vocabulary and the application of pronunciation and speech rules that allow speakers to express their meaning clearly and precisely, avoiding misunderstanding and increasing confidence (Vigoya, 2000).

Similarly, according to Harris (1969), accuracy comprises aspects such as grammar, vocabulary, and pronunciation. These aspects are important because they allow the listener to correctly interpret the message. Furthermore, proper practice helps learners to identify and correct their errors, improving oral communication and increasing the speaker's confidence in any communicative situation.

Grammar

Grammar is fundamental to oral accuracy and is described as the set of rules that maintain a logical order in language use. These rules allow speakers to form coherent and correct sentences, which in turn enables learners to convey clear ideas. When a speaker develops a good foundation in grammar, the message they try to send is more concise and easier to interpret (Ilham et al., 2024).

The grammar management allows us to express ideas in different tenses, actions, and relationships. A proper understanding of this set of rules helps reduce ambiguity and improve the nuances of meaning in each message to be conveyed. Therefore, grammar plays a fundamental role in the development of accurate and meaningful oral communication (Leong & Ahmadi, 2017).

Vocabulary

Vocabulary is a set of words learners know and use to communicate, including their meaning, forms, and functions. Vocabulary includes words, compound words, and idioms. A good command of vocabulary allows for the selection of terms, the organization of ideas, and the cohesion of discourse. In the development of speech, having this broad vocabulary facilitates communication, as it is connected to other components such as grammar and

pronunciation, since it involves knowing how each word is correctly structured (Ilham et al., 2024).

Pronunciation

Pronunciation is understood as the correct way of producing phonetic sounds, stress patterns, intonation, and rhythm of a language, enabling correct communication (Nation & Newton, 2008). It is important for students to analyze and learn the careful use of the sounds of the language, as this will allow them to produce them fluently as they progress in their learning. In language skills, especially in speaking, pronunciation plays a crucial role in obtaining clarity in communication. Its acquisition facilitates more effective communication, reinforces the speaker's confidence, and facilitates understanding between people in diverse communicative contexts (Ilham et al., 2024).

Comprehension

Comprehension plays a crucial role in the development of speaking skills because effective communication requires not only producing language but also understanding the messages conveyed by others during interaction (Richards, 2008). As explained by Wells (1976), comprehension is the ability to understand what people say during a conversation. It is a process of understanding not just words, but also past experiences, situations, and ideas to make sense of what you heard or read. When learners understand something, they actively think, connect information, and interpret the message. This is achieved through auditory perception, analysis of meaning, and organization of ideas to give an answer. Along with vocabulary, grammar, and pronunciation, these elements help to make communication coherent. This allows the learner to interact more accurately.

Fluency

Nation and Newton (2008) denote that fluency is one of the most important aspects of communication and refer to the ability to express oneself clearly, naturally, and without hesitation or pauses. Fluent students can express themselves easily, connecting ideas clearly, even if they make some mistakes. This component focuses on producing and maintaining communication without frequent interruptions. This, in turn, allows for the coherent organization of ideas using available linguistic resources. Fluency is not only about the speed at which a person can speak, but rather the ability to select words that connect to formulate an

effective message during interaction. This is reflected in the level of language proficiency the student has achieved (Ilham et al., 2024).

Therefore, this component is crucial for observing progress and advancement in language use in communicative contexts (Leong & Ahmadi, 2017). Although fluency and accuracy are closely linked, it's important to mention that they develop in different ways. Fluency focuses on the ability to produce language without interruptions or excessive pauses and with greater flow. Accuracy, on the other hand, focuses on the correct use of grammar, vocabulary, and pronunciation. When students are more fluent, interaction becomes even easier, strengthening their confidence and active participation (Nation & Newton, 2008).

Speaking Techniques

Speaking techniques are structured procedures used to develop, practice, or improve oral communication in a language, addressing components such as pronunciation, fluency, vocabulary, and idea construction. These techniques promote communication in controlled or guided situations or activities (Morales & Vaca-Cárdenas, 2023).

Morales and Vaca-Cárdenas (2023) mention that speaking techniques enable learners to interact with others and improve external factors. These techniques enable students to receive feedback, adjust their linguistic production, and develop speaking skills, achieving a more complete and effective learning experience. The techniques include role plays, songs, language exchange programs, phonetic drills, interviews, debates, storytelling, and shadowing (Kayi, 2006).

Role-play

Morales and Vaca-Cárdenas (2023) highlight that role-play is a technique in which students play different roles in a communicative context. The main objective is to foster active participation, as interaction occurs spontaneously. In this technique, students have the chance to express opinions or resolve conflicts. Assuming different roles, learners act out in real-life scenarios such as ordering food in a restaurant, being at the airport, and shopping in a store, allowing them to express new ideas, intentions, purposes, and emotions through language.

Songs

Songs are an effective technique that involves the use of music as a tool, allowing students to practice in a natural and repetitive way. When learners listen and sing the music, they can imitate the sounds, intonation, and rhythm, improving their pronunciation and

vocabulary acquisition. Songs are connected to the comprehension component of speaking skills since learner can analyze and understand the lyrics and then share their opinion about them (Yusupovna, 2025). Songs provide authentic examples of spoken English, helping learners remember words in real situations. This aligns with communicative language teaching, as it supports the idea that students learn best when exposed to real-life examples rather than simple sentences. Increasing their motivation and confidence to learn English (Richards, 1969).

Language exchange programs

It refers to connecting students with peers from other countries who are native speakers through online programs (Yusupovna, 2025). This interaction can take place via digital platforms, such as HelloTalk, Tandem, and Italki. Participants help each other to communicate in their language through video calls, text corrections, and voice and text messages (Beaven et al.,2017). In addition, Beaven et al. point out that the feedback is immediate, in which learners can correct mistakes and learn expressions. Participants can exchange what they know about the language, and they can speak in real and natural ways. These programs allow learners to have the chance to talk when they do not have opportunities to speak in class, reducing stress and nervousness.

Phonetic drills

As suggested by Yusupovna (2025), phonetic drills are controlled speaking techniques that combine constant repetition and focus on difficult sounds that do not exist in their native language. Students repeat specific sounds, words, consonants, and sentences in intonation. This reduces pronunciation errors and helps to acquire a natural accent. This technique is carried out through guided practice activities. Students listen to a model, such as a teacher or an audio, and repeat many times the difficult words, sentences, sounds, among others. Learners can use technological tools like recording apps or phonetic symbols to improve their language acquisition.

Interview

According to Morales and Vaca-Cárdenas (2023), interviews are a structured activity in which students formulate and answer questions on various topics. One student act as the interviewer, and the other as the participant. This technique focuses on gathering personal information, exploring opinions, and presenting data. Interviews can be used as an effective strategy to foster confidence and the ability to express ideas, as they require organizing

information before oral communication. They are conducted using a qualitative research method in which the interviewer asks relevant questions about the topic, aiming to collect detailed information about opinions and experiences (Kayi, 2006).

Debate

Debates are techniques that allow students to express and defend different ideas on a specific topic by justifying their arguments (Morales & Vaca-Cárdenas, 2023). This technique requires several steps to develop these ideas, such as critical thinking, organizing ideas, and using language effectively. During this activity, students must explain their opinions and respond to other arguments. Components such as fluency, vocabulary use, and pronunciation practice are essential in debates, as all these elements are necessary to convey a clear and concise argument. Furthermore, Tiwari (2024) highlights that this strengthens students' confidence in speaking because it requires interaction among them. Cooperation is another aspect that is enhanced, as each participant contributes ideas on the specific topic. Therefore, students improve their skills in argumentation, persuasion, and synthesizing information, enabling effective communication.

Storytelling

This refers to the sequential telling of stories to communicate ideas and develop oral expression skills. It involves telling real or imaginary stories and anecdotes, in which students describe characters, situations, or events using their own words and language for their classmates. This fosters oral expression and imagination in dynamic and meaningful environments. Participation in storytelling can be in groups or individually (Morales & Vaca-Cárdenas, 2023). Tiwari (2024) suggests that one of the main benefits is that students can practice components such as intonation, making emphasis in oral communication. Furthermore, it allows them to reinforce grammatical structures while simultaneously using new vocabulary in context. This activity is flexible and can be adapted to different levels, implementing stories and descriptive narratives, according to each student's level or needs. This makes language autonomous, conscious, and functional.

Shadowing

Shadowing consists of listening to an audio or watching a video by the native speaker and repeating what they say at the same time. Hamada (2018) states that this technique goes beyond simple repetition since it also helps learners learn to process language in real time

without the need to translate. Shadowing tries to copy the speakers' pronunciation and intonation as closely as possible. It helps to improve listening as well as speaking by training the process and language. Furthermore, this technique can increase students' confidence because it allows them to remember the information and practice it mentally, so they don't forget it easily (Yavari & Shafiee, 2018).

1.3 Objectives

1.3.1 General objective

- To analyze learners' perspectives on how educational short-form content fosters speaking skills.

1.3.2 Specific objective

- To identify the dimensions of educational short-form content most commonly used by EFL learners.
- To examine the speaking subskills most developed by students in target language classes.
- To recognize the speaking techniques that second language learners use when learning English.

Research questions

- What are the dimensions of educational short-form content most commonly used by EFL learners?
- Which speaking subskills are most developed by students in target language classes?
- What speaking techniques do second language learners use when learning English?

1.4 Fulfillment of the objectives

All objectives were achieved through the survey application, which focused on three research questions aligned with the specific objectives and facilitated the proper execution of the study. The survey was an essential tool for collecting data regarding learners' perspectives on the educational short-form content and speaking skills. First of all, the first objective was to identify the dimensions of educational short-form content most used by EFL learners, showing that the format dimension (TikTok videos and YouTube Shorts) and the instructional purpose dimension (demonstrative video content and explanatory video content) are the most useful and accessible resources. Secondly, the second objective was to examine how speaking subskills are developed in the target language students, which showed that learners emphasize

correct language production, produce words correctly, and understand others to give a message. Finally, the third objective determined that students prefer control techniques such as songs, shadowing, and phonetic drills, since they limit spontaneous language production. Overall, the survey collected valuable data on pupils' perceptions and experiences.

Chapter II. Methodology

2.1 Materials

Various types of resources were utilized to explore the effectiveness of this research. The main human resources included the researcher who conducted the study, A2-level students from the Centro de Idiomas at the Universidad Técnica de Ambato, who were the main source of data, and the research supervisor. Additionally, academic resources, such as books, scholarly articles, and journals, provide reliable information. Finally, technological resources, including laptops, internet access, and mobile phones, facilitated the application of the survey and overall development of this study.

2.2 Methods

2.2.1 Research approach

This research employed a quantitative approach to assess the effectiveness of Educational Short-Form Content and Speaking skills. According to Creswell (2009), this approach is based on the use of numerical data and scores to measure variables and examine relationships among them. It involves the systematic collection of data through surveys, experiments, or tests administered to a sample or population. The information is collected, analyzed, and interpreted to answer specific research questions about the problem. In this way, it facilitates the interpretation of the results and allows researchers to make general conclusions about the study population.

2.2.2 Modality

This study was based on a bibliographic review that focuses on the collection, analysis, and review of information from several existing sources, such as books, articles, and academic journals (Snyder, 2019). The information gathered served as the basis to support research on Educational Short-Form Content and Speaking Skills. On the other hand, field research was also implemented. Burgess (2003) mentions that it involves collecting data from participants in their natural context. It was directly carried out with students from *Universidad Tecnica de Ambato*, enabling the collection and analysis of data according to the students' perspectives.

2.2.3 Research design

The following study was carried out using descriptive research, as it will help observe and analyze the influence of educational short-form content on supporting speaking skills.

According to Nassaji (2015), descriptive research is commonly used to describe the features and behaviors of a sample population since it does not try to control variables. This type of research explores one or more variables commonly applied through surveys and observations. Siedlecki (2020) highlighted that this focuses on what is happening, rather than why it is happening. It allows researchers to identify the main problems within a unit, organization, or population over time.

Research questions

- What are the dimensions of educational short-form content most commonly used by EFL learners?
- Which speaking subskills are most developed by students in target language classes?
- What speaking techniques do second language learners use when learning English?

2.2.4 Techniques and tools

The survey was the main instrument used in this study. According to Ponto (2015), surveys are designed to collect and record information from multiple people, groups, or organizations in a consistent way. Based on this, the survey was elaborated with 20 items divided into three sections. The first section centered on aspects of the independent variable, such as the format, instructional purpose, interaction, and visual features. The second section analyzed the components of speaking skills, and the last part explored the speaking techniques applied by learners to improve oral communication. In addition, the survey was designed in Google Forms based on the Likert scale. This scale is used to measure people's opinions, attitudes, and agreement through a series of statements *1. Never, 2. Rarely, 3. Occasionally, 4. Frequently, 5. Always* (Likert, 1932). To apply this questionnaire, the content was validated by five experts from the major who reviewed the survey's quality, consistency, and completeness using the Cronbach's alpha method and its validity through Aiken's V method.

2.2.5 Population

This study involved 60 students from the Universidad Técnica de Ambato enrolled in the Centro de Idiomas program. The group consisted of 35 women and 25 men; half of the participants reported being between 18 and 20 years old, while the other half were between 21 and 25 years old. The majority of students reported speaking Spanish as their native language, but 1 student mentioned that her native language is Quichua. On the other hand, fifty-three participants identified as mestizos, three students as indigenous, two others, one white, and one

afro-Ecuadorian. This sample focused on intermediate-level learners since their age group, language profile, and academic training enabled the observation of how Educational Short-Form Content functioned as a tool for promoting fluency and pronunciation in English communication.

Table 1

Population

Genre	Number	Percentage
Female	35	58,3%
Male	25	41,7%
Total	60	100%

2.2.6 Ethical Consideration

This study implemented essential ethical principles to ensure its validity, responsibility, and reliability. Therefore, the information presented to participants was based on real data. Furthermore, before administering the questionnaire, the purpose and objectives of this research were explained, and participants gave their informed consent voluntarily. In addition, data collection was conducted anonymously, thus protecting participants' rights. According to Khan (2015), to obtain the necessary information, voluntary participation, confidentiality, and privacy of the participants must be guaranteed. Finally, the information collected must be used honestly and ethically.

2.2.7 Procedure

To conduct this research, a series of procedures were systematically applied, taking into account ethical guidelines. The literature review was the first and crucial step to gather relevant information about Educational Short-Form Content and Speaking skills. Different sources were consulted, including Google Scholar, SpringerLink, Scielo, and e-books, among other databases. However, these were not the only sources; additional information was obtained from books, articles, and academic journals. This process supported the theoretical framework, which helped establish the foundation for the study based on the different authors' perspectives.

After this procedure, the next step was to develop the survey focused on the theoretical framework. This process was accomplished through the operationalization of the dependent

and independent variables according to the study objectives, which were divided into three essential dimensions: types of Educational Short-Form Content, speaking subskills, and speaking techniques. Using information from each of these dimensions, the 20 items of the instrument were designed. Then, the instrument was validated by five experts in the field using Aiken's V method to measure content validity and relevance (0.99). Furthermore, to demonstrate the reliability of the questionnaire, a pilot test was conducted with 10 students using Cronbach's Alpha in the Statistics Package for the Social Sciences (SPSS**)** program, receiving a score of 0.718, which demonstrated its reliability.

Once this entire process was completed, the survey was administered digitally to 60 students at Centro de Idiomas through Google Forms to collect the final results. Each item was subsequently analyzed using SPSS, which enabled the calculation of the mean and average percentage of participants' responses. This helped to identify perceptions and the overall level of the variables. Finally, the tables were compiled according to the three research questions, and a descriptive analysis of the highest and lowest results was performed, in accordance with the study objectives.

Chapter III.- Results and Discussion

3.1 Analysis and Discussion of the Results

This section presents the analysis of the data in relation to the three research questions, which are aligned with the objectives of the study, and reports the corresponding findings. In addition, the data were analyzed using Statistical Package for the Social Sciences (SPSS), a statistical software that was used to calculate the mean and systematically organize the survey results.

Research questions

- What are the dimensions of educational short-form content most commonly used by EFL learners?
- Which speaking subskills are most developed by students in target language classes?
- What speaking techniques do second language learners use when learning English?

Table 2

Type of Educational Short-Form Content

Item	Mean
1. When I learn English, I use short videos that present the language through brief explanations and real-life examples, for example, TikTok videos. [TikTok]	**3.27**
2. I use YouTube Shorts with subtitles and lyrics to improve my listening, vocabulary, and comprehension. [YouTube Shorts]	**3.18**
3. I use Instagram reels with visual storytelling and mini-dialogues to learn everyday idiomatic expressions and greetings. [Instagram reels]	3.07
4. I use short videos to explain new or difficult English topics in a simple way. [Explanatory]	**3.13**
5. I use short video content that shows step-by-step how to form sentences and have conversations. [Demonstrative]	**3.15**
6. I use short video content that includes activities and exercises to practice my English. [Practice-oriented]	3.10
7. I use short videos with multimedia resources, for example, audio, filters, animations, and images that explain essential information about a topic. [Visual Features]	3.07

Note: The following rating scales were employed to determine the measurements: 1. Never, 2. Rarely, 3. Occasionally,4. Frequently, 5. Always

Analysis and interpretation

Research question: What are the dimensions of educational short-form content most commonly used by EFL learners?

The results showed that the dimensions of educational short-form content most frequently used by students were the format dimension (TikTok videos and YouTube Shorts) and the instructional purpose (demonstrative video content and explanatory video content). First of all, TikTok videos (m=3.27) were the most popular among participants because it offers brief explanations and real-life examples to learn English. Additionally, YouTube Shorts that include subtitles and lyrics were highlighted (m=3.18) due to their visual and text elements that facilitate language comprehension and improve listening and vocabulary acquisition. Likewise, short video content that demonstrates step-by-step how to construct a sentence or start a conversation (m=3.15). This provides practical guidance and helps students feel more confident when using the language. Lastly, the explanatory video content (m=3.13) simplifies a complex topic and makes it easier to understand. This breaks down language structures and presents them in an accessible way. These were the four types receiving the highest scores. On the other hand, learners reported lower scores for practice-oriented video content within the instructional purpose dimension (m=3.10), Instagram Reels within the format dimension (m=3.07), and the visual features dimension (m=3.07), since these types of content provide fewer opportunities to contextualize and structure language effectively.

Based on the data, participants mainly preferred TikTok videos and YouTube Shorts and demonstrative and explanatory video content because they present authentic, contextualized, practical, and concise learning. These short videos can be found on globally recognized and accessible platforms, allowing them to be consumed anywhere and anytime. In contrast to those that offer visual features and exercises. Although they are also used, they are not used very frequently. This could be because they are not seen as pedagogical objectives since they emphasize training and repetition.

Table 3

Speaking Subskills

Item	Mean
1. When I speak English, I try to use correct and simple language to express my ideas. [Accuracy]	**3.68**

2. When I speak English, I make clear and logical sentences using correct word order. [Grammar]	3.22
3. I use different words and phrases to communicate my ideas in my English classes. [Vocabulary]	3.17
4. I try to pronounce words correctly with clear intonation, sound, and rhythm. [Pronunciation]	**3.67**
5. When I speak English, I connect my ideas and interpret the message of others. [Comprehension]	**3.32**
6. When I speak English, I speak without pauses to give an effective message. [Fluency]	3.02

Note: The following rating scales were employed to determine the measurements: 1. Never, 2. Rarely, 3. Occasionally,4. Frequently, 5. Always

Analysis and interpretation

Research question: Which speaking subskills are most developed by students in target language classes?

The results indicated that participants demonstrate the use of accuracy, pronunciation, and comprehension when speaking in English. To begin with, accuracy ranked first (m=3.68), being one of the highest-scoring subskills because learners try to use simple grammatical structures and familiar lexical phrases to avoid mistakes and express clear ideas. In addition, pronunciation (m=3.67) also received a mean score, indicating that students tend to focus on the proper production of sounds and rhythms to achieve understandable communication. Moreover, comprehension (m=3.32) was one of the predominant subskills among students, as it reflects the ability to interpret the message within a communicative interaction. However, grammar (m=3.22) and vocabulary (m=3.17) presented low scores since pupils still face certain limitations in sentence construction and using a variety of expressions due to their basic level of language proficiency. Finally, fluency (m=3.02) was one of the least developed subskills for the participants, since they demonstrated greater difficulty communicating ideas without pauses.

In general, these results indicate that participants try to use all the speaking subskills. However, they have more difficulty speaking fluently. This is because learners tend to focus on constructing grammatically correct sentences while selecting appropriate vocabulary. This allows students to make fewer mistakes, but it affects their fluency. On the other hand, fluent

speech production remains a challenge because learners must organize and express their ideas simultaneously. This difficulty may affect the natural flow of their communication.

Table 4

Speaking Techniques

Item	Mean
1. When I practice English, I play different roles in real-life situations, for example: ordering food or shopping in a store. [Role-plays]	2.88
2. I use music to practice pronunciation and learn new vocabulary. [Songs]	**3.47**
3. I use apps, for example, HelloTalk, Tandem, Bussu, and Italki to talk to native speakers. [Language exposure programs]	2.33
4. I practice repeating difficult sounds, vowels, consonants, words, and sentences many times. [Phonetic drills]	**3.05**
5. When I speak English, I give my personal ideas and opinions on a topic, for example, in a debate. [Debates]	2.90
6. When I practice English, I tell stories and describe real or imaginary events to my classmates using my own words. [Storytelling]	**3.00**
7. When I practice English, I imitate what native speakers say in audios or videos. [Shadowing]	**3.18**

Note: The following rating scales were employed to determine the measurements: 1. Never, 2. Rarely, 3. Occasionally,4. Frequently, 5. Always

Analysis and interpretation

Research question: What speaking techniques do second language learners use when learning English?

The results demonstrated that participants use various speaking techniques, but the most frequent were songs, shadowing, and phonetic drills to learn English. First, the high score in songs (m=3.47) indicated that learners listen to music to practice pronunciation and learn new vocabulary, which can help them to be in contact with the natural pronunciation. Similarly, the score for shadowing (m=3.18) reflected that participants use imitation of native speakers as a way to practice their intonation, as do phonetic drills (m=3.05), which consist of repeating difficult sentences, sounds, and vowels many times. Next, the least used techniques were storytelling (m=3.00), showing that students practice speaking occasionally during class. Furthermore, debates (m=2.90) and role-plays (m=2.88) were less frequent, probably because they required spontaneous oral production to express personal ideas or opinions. However, the

lowest rating was for the language exposure program (m=2.33), indicating that this technique is the least used among participants.

According to the results, students prefer individual and controlled speaking techniques, such as songs, shadowing, and phonetic drills. These were perceived as a useful tool, since learners can increase motivation and memorization in a dynamic and meaningful way. In contrast, students showed less preference for speaking techniques, as these involve social interaction, including role-plays, storytelling, and debates, which require a more natural interaction. Furthermore, language exposure programs were the least preferred by students, possibly due to limited knowledge of and access to these platforms, and a lack of opportunities for meaningful use within the learning environment.

Discussion

The following three research questions were designed to analyze students' perspectives based on how educational short-form content fosters the development of speaking skills

Question 1: *What are the dimensions of educational short-form content most commonly used by EFL learners?*

The findings indicated that the most prominent dimensions of educational short-form content were the format (TikTok videos and YouTube Shorts) and the instructional purpose (demonstrative video content and explanatory video content), which are characterized by authentic, contextualized, practical, and concise learning. These findings are connected with the key principles of microlearning; Hug (2006) states that information should be explained in short, specific, and structured units, emphasizing just one concept or skill. First of all, TikTok videos present authentic language exposure through everyday content and mini-lessons. This makes the content and learning informal, meaning students can interact with English naturally and without pressure to learn complex grammatical structures. In this sense, Towpek and Suriani (2005) argue that this format reduces learners' anxiety and encourages imitation, allowing them to engage more naturally with the language because it promotes an entertaining and humanized e-learning environment. In addition, this kind of content is shared through the TikTok platform, which is the most relevant and influential platform among young people.

Furthermore, YouTube Shorts also stand out because they use subtitles and audiovisual elements, which promote multimodal learning. As Mayer (2009) suggests, the combination of

audio, text, and images improves comprehension and retention, allowing students to process information through different learning styles.

Then the demonstrative video content shows step-by-step how to make sentences and how to start a conversation. It helps learners apply what they learn in real situations. The explanatory video content simplifies complex concepts, making them easier to understand. It means that the grammar and vocabulary content is broken down into smaller and clearer parts. According to Merrill (2002), both types support learning by guiding learners through practical application and clear explanations, which makes it easier for them to connect theory with the actual use of language.

On the other hand, participants mentioned that learning is facilitated when the content primarily emphasizes visual elements or Instagram reels. While this can be attractive and motivating, it does not always guarantee the clear acquisition of language skills. Redondo et al. (2020) point out that the effectiveness of digital content depends largely on its instructional intent and its ability to guide student learning in a structured way.

Question 2: *Which speaking subskills are most developed by students in target language classes?*

Regarding speaking subskills, the findings showed that accuracy, pronunciation, and comprehension were the subskills participants reported using most frequently, indicating a greater focus on correct language use and clarity in spoken expression.

The results revealed that accuracy was one of the most developed speaking subskills among participants. This means that the students have performed better by constructing well-formed sentences and using appropriate vocabulary with few errors when speaking. This suggests that students tend to focus on planning, selecting words, and organizing ideas at the same time since speaking is a complex skill. As suggested by Vigoya (2000), accuracy involves the correct use of language, allowing learners to express meaning clearly, helping them avoid misunderstanding and increase confidence in their interactions.

Similarly, pronunciation and comprehension were also highly developed. First, pronunciation highlights learners' ability to use correct sounds, stress, and intonation. As stated by Nation and Newton (2008), pronunciation is essential for effective communication since it

ensures clarity in spoken language. In this sense, participants are concerned about being understood and reducing confusion when they are talking with others.

While comprehension plays a crucial role in interaction because participants need to understand the message to respond correctly. Wells (1976) mentioned to develop comprehension is necessary to think actively, connect information, and interpret the message. Overall, the development of all these subskills may be related to the traditional teaching approach, since emphasizing the control of language use.

On the other hand, the learners concluded that they find it more difficult to maintain a continuous and neutral discourse. According to Nation and Newton (2008), fluency involves the ability to communicate without excessive pauses, making it one of the most complex skills to develop in oral production. In this sense, by focusing on avoiding grammatical errors, students tend to overthink before speaking. This affects the natural and spontaneous rhythm of their speech.

Question 3: *What speaking techniques do second language learners use when learning English?*

Previous results indicated that the speaking techniques most frequently used by students were songs, shadowing, and phonetic drills. First, songs are excellent pedagogical tools since they enable students to learn important speech features. Often, song lyrics recount real-life experiences, making the comprehension and vocabulary-building process more authentic. According to Richards (1969), songs expose learners to real-life language, allowing them to internalize pronunciation features such as rhythm, stress, and intonation, while also facilitating the acquisition of new words. Besides, songs are a didactic and everyday activity, allowing learners to be in contact with auditory exposure.

Similarly, shadowing involves the simultaneous repetition of spoken language. This is because most of the techniques use part of the movie, allowing students to practice according to their preferences and learning styles. Hamada (2018) explains that this process goes beyond simple imitation, as it requires learners to process language in real time without translation, promoting automatization and improving both pronunciation and fluency. This may explain why participants prefer it.

In contrast, phonetic drills focus on controlled and repetitive practice of specific sounds and structures. As suggested by Yusupovna (2025), this technique helps learners improve pronunciation accuracy by reinforcing correct articulation and reducing errors through guided practice. In this sense, most participants look for digital websites where they can write words, sentences, or vowels that are difficult for them to pronounce. Allowing them to practice the correct pronunciation

On the other hand, the use of language exchange programs was the least used technique. Beaven et al. (2002) stated that these programs are developed through platforms that allow language practice in real-world contexts, offering immediate feedback. However, their limited use is because platforms such as HelloTalk, Busuu, and italki are less frequently integrated into school settings. This reduces their visibility and limits opportunities for meaningful learning.

Chapter IV.- Conclusions and Recommendations

4.1 Conclusions

Based on the results, the dimensions of educational short-form content most commonly used by EFL learners were the format (TikTok videos and YouTube Shorts) and the instructional purpose (demonstrative video content and explanatory video content). It can be concluded that this type of content is a significant tool in English language learning, as it consists of self-contained resources that can be used both inside and outside the classroom. Among the types of content used are those characterized by their brevity, contextualization, and focus on real-life situations in which the language can be used. In addition, these types of resources facilitate comprehension and retention because the information is presented in small, manageable segments, reducing cognitive overload and allowing students to process the language quickly. Although this type of content incorporates visual elements, it is only effective when these elements support the explanation, as an excess of visuals can be distracting and hinder learning.

In conclusion, the findings evidenced that accuracy, pronunciation, and comprehension are the speaking subskills most developed by students in the target language classes when communicating their ideas. This is because non-native students are still developing their ability to use language correctly and spontaneously. For this reason, students tend to use more formal and carefully structured language to avoid errors and achieve greater clarity in communication. In many learning contexts, participants associate successful speaking with correctness and clarity, instead of real communication based on the natural expression of ideas. This leads to students experiencing more difficulty with fluency, as they tend to overthink before expressing their ideas, thus limiting the flow of their discourse.

To sum up, the speaking techniques that students tend to prioritize were songs, shadowing, and phonics drills, as these facilitate repetition, memorization, and vocabulary acquisition, which in turn significantly contribute to pronunciation. This preference can be explained by the fact that these techniques are accessible, motivating, and represent a low level of anxiety, making them easy tools to apply both inside and outside the school environment. Nevertheless, speech techniques that require interaction, such as role-playing, debates, and language exchange programs, are the least used, as they require a greater capacity for improvisation and confidence when speaking. Furthermore, they require vocabulary mastery

and the organization of ideas, which increases the complexity of speaking and generates insecurities when expressing ideas.

4.2 Recommendations

Based on the results of this study, it is recommended that teachers first become familiar with educational short-form content and its use in language learning. Once they are aware of its pedagogical potential, this type of content should not be limited to passive comprehension but used with oral production activities. In particular, more attention should be paid to less frequently used resources, such as Instagram Reels, practice-oriented video content, and visual features. This is because content shared through short videos offers opportunities to practice grammar exercises, interact with others, and reinforce new vocabulary. While these are very useful resources, they should be carefully selected according to the teacher's learning objectives. Finally, activities should be designed before and after using the short videos to put what has been learned into practice. It can even be implemented as an activity at the beginning of class to reinforce and activate prior knowledge.

Additionally, it is recommended that teachers first identify students' weaknesses in speaking skills to better understand their specific needs. Once these areas for improvement have been identified, educators should implement strategies or activities that promote the development of fluency, since it is the least developed in the classes. In other words, they should design tasks that promote spontaneous language production and not just focus on correct usage, such as discussions, interviews, oral presentations, and group conversations. These activities help learners improve confidence when speaking, as many students tend to overthink before expressing their ideas due to fear of making mistakes, which limits the natural flow of communication.

Furthermore, as a final recommendation, educators are encouraged to incorporate more speaking techniques, such as role-playing, debates, and language exchange programs, into English Language learning. These activities are excellent for improving fluency and confidence, as they are carried out naturally, and the conversations feel more authentic. Teachers are also encouraged to explain the use of technology in educational contexts within the classroom. For example, they could discuss platforms and applications that facilitate language exposure with people from other countries. In the classroom, opportunities should be provided for students to receive guided introductions to these tools. This will help them become familiar with communicative environments through internet access.

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Annexes

Annex 1: Approved letter of commitment

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 5 de marzo de 2026

Doctora
Marina Zenaida Castro Solórzano, Mtr.
Presidenta de la Unidad de Titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación
Presente

Yo, Silva Chavez Judith Alexandra, en mi calidad de Directora del Centro de Idiomas de la Universidad Técnica de Ambato, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Educational Short-Form Content and Speaking Skills" propuesto por la estudiante Poaquiza Toasa Genesis Belen, portadora de la Cédula de Ciudadanía, 1850647973 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

Atentamente.

.....
Dra. Silva Chavez Judith Alexandra, Mg.
Directora del Centro de Idiomas
ja.silva@uta.edu.ec

CENTRO DE IDIOMAS UTA DIRECCION

Annex 2: Cronbach's Alpha validation

Estadísticas de fiabilidad

Alfa de Cronbach	N de elementos
,718	20

Annex 3: Survey

Survey upon request

Annex 4: Specialist's validation

Validated by: Elsa Hernández Cels.	ID: 180261607	Date: 20/04/2026
Signature:	Email: eda.hernandez@uta.edu.ec	
Place of work: UTA	Academic degree; PhD	
Note. Revised and approved in the Curricular Organization Unit on April 15th,2026		

Validated by: Ximena Cotero Sánchez, Mag.	ID: 1802884062	Date: April 20th, 2026
Signature:	Email: xcotero@uta.edu.ec	
Place of work: Universidad Técnica de Ambato	Academic degree; Master in English Applied Linguistics	
Note. Revised and approved in the Curricular Organization Unit on April 15th,2026		

Validated by: Lic. My. Santiago Ubidegui	ID: 1729228351	Date: April 15th, 2026
Signature:	Email: sjubidegui@uta.edu.ec	
Place of work: Universidad Técnica de Ambato	Academic degree; Máster Universitario en Enseñanza de Inglés TEFL	
Note. Revised and approved in the Curricular Organization Unit on April 15th,2026		

Validated by: Juan Carlos Silva	ID: 1804377065	Date: 17/04/2026
Signature:	Email: jc.silva@uta.edu.ec	
Place of work: UTA - PINE	Academic degree; Master's in TEFL	
Note. Revised and approved in the Curricular Organization Unit on April 15th,2026		

Validated by: Sarah Jacqueline Da Parreira	ID: 0501741064	Date: 21-04-2026
Signature:	Email: sj.izq@uta.edu.ec	
Place of work: Universidad Técnica de Ambato - FCHE - PINE	Academic degree: Master en Lingüística aplicada en la enseñanza de inglés - español.	
Note. Revised and approved in the Curricular Organization Unit on April 15th,2026		

Annex 5: Aiken

		J1	*J2*	*J3*	*J4*	*J5*	*Media*	*DE*	*V Aiken*	*vg*
ITEM 1	*Relevance*	4	4	4	4	4	4	0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0	1,00	Valido
	Coherence	4	4	4	4	4	4	0	1,00	Valido
ITEM 2	*Relevance*	4	4	4	4	4	4	0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0	1,00	Valido
	Coherence	4	4	4	4	4	4	0	1,00	Valido
ITEM 3	*Relevance*	4	4	4	4	4	4	0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0	1,00	Valido
	Coherence	4	4	4	4	4	4	0	1,00	Valido
ITEM 4	*Relevance*	4	4	4	4	4	4	0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0	1,00	Valido
	Coherence	4	4	4	4	4	4	0	1,00	Valido
ITEM 5	*Relevance*	4	4	4	4	4	4	0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0	1,00	Valido
	Coherence	4	4	4	4	4	4	0	1,00	Valido
ITEM 6	*Relevance*	4	4	4	4	4	4	0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0	1,00	Valido
	Coherence	4	4	4	4	4	4	0	1,00	Valido
ITEM 7	*Relevance*	4	4	4	4	4	4	0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0	1,00	Valido
	Coherence	4	4	4	4	4	4	0	1,00	Valido
ITEM 8	*Relevance*	4	4	4	4	4	4	0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0	1,00	Valido
	Coherence	4	4	4	4	4	4	0	1,00	Valido

ITEM 9	*Relevance*	4	4	4	4	4	4	0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0	1,00	Valido
	Coherence	4	4	4	4	4	4	0	1,00	Valido
ITEM 10	*Relevance*	4	4	4	4	4	4	0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0	1,00	Valido
	Coherence	4	4	4	4	4	4	0	1,00	Valido
ITEM 11	*Relevance*	4	4	4	4	4	4	0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0	1,00	Valido
	Coherence	4	4	4	4	4	4	0	1,00	Valido
ITEM 12	*Relevance*	4	4	4	4	3	3,8	0,4	0,93	Valido
	Pertinence	4	4	4	4	3	3,8	0,4	0,93	Valido
	Coherence	4	4	4	4	3	3,8	0,40	0,93	Valido
ITEM 13	*Relevance*	4	4	4	4	3	3,8	0,40	0,93	Valido
	Pertinence	4	4	4	3	3	3,6	0,49	0,87	Valido
	Coherence	4	4	4	4	3	3,8	0,40	0,93	Valido
ITEM 14	*Relevance*	4	4	4	4	4	4	0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0	1,00	Valido
	Coherence	4	4	4	4	4	4	0	1,00	Valido
ITEM 15	*Relevance*	4	4	4	4	4	4	0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0	1,00	Valido
	Coherence	4	4	4	4	4	4	0	1,00	Valido
ITEM 16	*Relevance*	4	4	4	4	4	4	0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0	1,00	Valido
	Coherence	4	4	4	4	4	4	0	1,00	Valido
ITEM 17	*Relevance*	4	4	4	4	4	4	0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0	1,00	Valido
	Coherence	4	4	4	4	4	4	0	1,00	Valido

ITEM 18	*Relevance*	4	4	4	4	4	4	0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0	1,00	Valido
	Coherence	4	4	4	4	4	4	0	1,00	Valido
ITEM 19	*Relevance*	4	4	4	4	4	4	0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0	1,00	Valido
	Coherence	4	4	4	4	4	4	0	1,00	Valido
ITEM 20	*Relevance*	4	4	4	4	4	4	0	1,00	Valido
	Pertinence	4	4	4	4	4	4	0	1,00	Valido
	Coherence	4	4	4	4	4	4	0	1,00	Valido
								TOTAL	0,99	Valido

Annex 6: Compilation

Certificado de análisis
Compilatio Magister+ | UTA - ECU (Universidad Técnica de Ambato)

POAQUIZA TOASA GENESIS BELEN-CHAPTER I-IV

ID : 939dea2d7425f6130c4585246780480f434eecb6

Validar únicamente en FirmaEC.
Firmado electrónicamente por:
MANUEL XAVIER SULCA GUALE

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Nombre del fichero : POAQUIZA TOASA GENESIS BELEN-CHAPTER I-IV.txt
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Resumen (sección 1/2)

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