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**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN**  
**CARRERA DE LENGUA Y LITERATURA INGLESA**

**THE USE OF VIDEOS TO PROMOTE THE SPEAKING SKILLS IN THE EFL THIRD  
LEVEL LANGUAGE DEPARTMENT AT THE UNIVERSITY OF CUENCA.**

*Trabajo de investigación previo a la Obtención  
del Título de Licenciada en Ciencias de la  
Educación en la Especialización de Lengua y  
Literatura Inglesa.*

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## RESUMEN

Esta investigación centra su atención en el uso de videos como recursos en las clases de Inglés como lengua extranjera y en la utilización de recursos de video de la web “ENGLISH TODAY,” “English Conversation,” and “Learn English Speaking-English Course” [English Subtitle] (<http://www.youtube.com/watch?v=FQwNoXq2wf8>) para promover la destreza del habla en estudiantes del tercer nivel del Departamento de Idiomas de la Universidad de Cuenca.

Profesores y estudiantes del tercer nivel del Departamento de Idiomas de la Universidad de Cuenca fueron encuestados para ofrecer sus puntos de vista acerca del uso de videos, después, ellos expresaron sus ideas acerca de esto, y finalmente, su desarrollo fue probado previamente y después de la presentación del material del video. Este objetivo se cumplió utilizando las técnicas de medida tales como la encuesta, pre-prueba, pos-prueba, cuestionarios y el análisis de los resultados que se desarrollaron utilizando gráficos cuantitativos las cuales están adjuntos a la presente investigación.

Expertos en educación han llevado a cabo algunos experimentos especiales acerca de la técnica del uso de fuentes de videos confirmando que un comienzo activo y motivante se logra utilizando material de videos fiable.

Las mayoría de las situaciones y escenas de los videos concuerdan con los diferentes temas a ser estudiados en el tercer nivel del Departamento de Idiomas de la Universidad de Cuenca.

### **PALABRAS CLAVE:**

Video, YouTube, EFL, ESL, viable, autentico, destreza de lenguaje, situaciones, contexto, tramos, vida real, fuentes, confiable, ambiente, gráficos, encuestas, pre-prueba, pos-prueba, hojas de trabajo, planificaciones, proyector.



## ABSTRACT

This research centers on the use of video resources in the English as a Foreign Language (EFL) classroom and the utilization of the web video source, “ENGLISH TODAY,” “English Conversation,” and “Learn English Speaking - English Course” [English Subtitle] (<http://www.youtube.com/watch?v=FQwNoXq2wf8>), to promote the speaking skills of students of the Third Level Language Department of the University of Cuenca. Students and teachers of the Third Level Language Department of the University of Cuenca were asked and requested to offer their points of view about the use of videos, then, they were asked to express their concepts about it, and finally, their progress was tested before, during, and after the submission of the video material.

This goal was completed using measurement tools such as a survey, a pre-test and a post-test, questionnaires, and the analysis of the results was developed using quantitative graphics which are attached to the present investigation.

Experts in education have carried out some special experiments about the technique of video resources, asserting that an active and motivating beginning of English classes is to offer feasible video material.

The situations given in most of the video material agree directly with the different topics studied in the syllabus of the Third Level in the Language Department at the University of Cuenca.

### KEY WORDS:

Video, YouTube, EFL, ESL, viable, authentic, speaking skill, situations, context, slices, real life, resources, reliable, environment, graphics, survey, pre-test, post-test, worksheets, lesson plans, projector.



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## DEDICATION

This monograph is devoted to the Divinity's magnificence of God, who is the Alfa and the Omega, the start and the finale of all things that are in the earth. Also, I would like to thank my parents, who have been the main part of my existence, and who have always given me the valor to face life as it is, with all the good and bad things. At the same time, I would like dedicate this monograph to my sons Damian and Mike, who are the greatest treasure that any human being can have during life. They have fortified, and supported me when I fallen due to different circumstances of my life, and for those reasons, I want to share with them the achievement of this goal.



## ACKNOWLEDGEMENT

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I am very pleased to recognize the hard work that all my teachers did for the period of the time they helped me in my learning process and whose ample support stimulated me to put all of my energy into this thesis project. I am totally thankful to them for sharing their knowledge and clarifying certain doubts concerning the development of this thesis project.



## ANTECEDENTS

During the last years, the EFL learning society has reformed its notion of the significance of developing student's skills in communicating orally (speaking) in a foreign language. As a result, the importance of including technology within the educational program has been essential for the Ecuadorian learning program and particularly for the courses of study.

Practical corrections in the learning organization have been productive, both for the teacher and the student's learning process. Education and learning strategies are changing and together must assist each other in a reciprocal and favorable way. Therefore, it is important to use new implements to improve the student's learning process and mainly the student's speaking skills.

A study conducted by Ting Hung (2009), points out that his applicants had a wide and progressive viewing from the different aspects of the videos he presented them, as well as by listening to the spoken language in use. As a result, students became more self-confident, independent, critical thinkers.

Today, many institutions are conscious of the importance of technical advances because teachers and students are aware of the benefits of these useful tools.



## Chapter I: The problem

### 1.1. Topic

The use of videos to promote the speaking skills in the EFL Third Level Language Department at the University of Cuenca.

### 1.2. Description of the problem

The use of the English language as a lingua Franca has produced a demand for English teaching around the world. Learners want to speak English in a better way. Therefore, since many students are having problems learning English as a foreign language, it is good to recognize that a medium to help solve this problem could be the use of videos in the EFL classroom.

Some researchers have indicated that the usage of videos may contribute to a fuller understanding of the language. Besides, they have noticed that videos can help students be conscious of what is working linguistically within the dialogue of the video. Thus, they may be able to transfer this knowledge to their classmates using English conversations. As a consequence, with the whole communicative situation demonstrated within the context of the video, the students and teachers will be able to clarify and establish the learning procedure.

Stempleski (1987) affirms that a dynamic and exciting beginning of video software for improving the EFL/ESL classes is viable material. Authentic video material portraying real-life situations and interactions, etc. are the kinds of resources that are suitable during the English learning process (243). Thus, illustrative videos help students adopt certain techniques in acquiring language communication.



### 1.3 Justification

The widespread and increased usage of the English language has developed a demand for English teaching around the world. The global necessity to communicate with each other, for many reasons, in a foreign idiom has become an important motivation for learners who want to develop their English skills in an exact way.

This research project will offer students of English as a Foreign Language (EFL) the necessary understanding to overcome several difficulties that they experience while they are learning the required speaking skills. These difficulties can also be turned into positives by adding video material in their classrooms. In order to examine the effects of using videos during EFL classes, the researcher will use the video resource “ENGLISH TODAY,” “English Conversation,” and “Learn English Speaking English Course” [English Subtitle]

(<http://www.youtube.com/watch?v=FQwNoXq2wf8>). As it is described in these web pages, this material includes interesting conversations with real slices of life, real people, real environments, and real situations, which can take the students to another level of learning by increasing the necessary speaking skills needed to produce effective oral English. Some activities centered on video materials can be selected by the researcher in order to develop student’s oral presentation skills. These natural verbal, conversational processes will increase student’s critical thinking and quick production of the language.

### 1.4. Objectives

#### 1.4.1 General Objective

- The overall, inclusive, general objective of this study is to determine to what extent the use of the video resources titled “ENGLISH TODAY,” “English Conversation,” and “Learn English Speaking-English Course” [English Subtitle]



(<http://www.youtube.com/watch?v=FQwNoXq2wf8>) can be used in improving the spoken English skills of the students in the EFL course of the Third English Level Language Department at the University of Cuenca.

#### **1.4.2. Specific objectives**

- The specific objectives of this study are: (1) to apply different learning activities based on the topics to be studied in the course referenced above and (2) to analyze the student's responses to these learning activities.
- To evaluate and analyze the progress of the students by implementing "ENGLISH TODAY," "English Conversation," and "Learn English "Speaking-EnglishCourse"[EnglishSubtitle](<http://www.youtube.com/watch?v=FQwNoXq2wf8>).
- To assess the progress of the student's speaking skills while using "ENGLISH TODAY," "English Conversation," and "Learn English -Speaking-EnglishCourse"[EnglishSubtitle](<http://www.youtube.com/watch?v=FQwNoXq2wf8>).



## Chapter II: Literature Review

### 2.1 Literature Review

Many studies maintained by numerous investigators admit that video resources based on real-life contexts, environments, and real-life situations have contributed significantly to the improvement of student's English speaking skills.

Researchers who have examined the use of videos in foreign language learning have noticed that many English language teaching-learning videos can be used to great advantage. In fact, video activities may be engaged in more foreign language classes in a diversity of ways. For instance, they can be utilized for the achievement of lesson plans, oral presentations, dialogues, interactions, peer feedback, and more.

According to Lonegan (1992), real life situations set in the video material, make it possible for the students not simply to recognize and take care of the conversation, but also to retain the members in the situations where the communication takes place. The suitable video resource presented may not only point to a more ample understanding of the spoken language, but they probably will also offer students with special benefits during their learning process. Therefore, students will create the language contextualizing and clarifying many representations, such as response, behavior, production, and attitude. Also, videos simplify verbal interaction among students and, as a result, most of the conversations will encourage the student's speaking interest, helping as a mechanism through which each student will be part of their individual self-learning.

Stempleski (1987) argues that productive video materials must be related to authentic real-life situations, and also, must include social and cultural conversations such as routines, debates, agree and disagree discussions, and stories which are related to real-life dialogues.





Undoubtedly, digital education has contributed to many advances in the EFL speaking classes and selecting genuine videos offer both linguistic and cultural meanings which are essential for the complete learning process.

According to Ting Hung's report (2009), the participants benefited from many visual components of the video content. He also noticed that many students could understand the problems they experienced, as well as the purposes while they built their oral presentation skills.

Ting Hung's study emphasizes that the usage of videos has been an important issue in the educational system. Consequently, videos can help students to acquire the EFL speaking skills which have to do with oral communication, content, and production.

Collecting a series of videos and designing in-class activities, as well as using them, can provide students opportunities to develop their speaking skills in a formal and informal way. In fact, video activities may be modified for most classes including colloquial and metaphorical expressions.

Additionally, Rammal (2006) argues that videos provide students with valuable learning experiences, such as interactive self-monitoring and self-evaluation procedures, which will offer students immediate direct feedback during EFL classes.

Furthermore, Sherman (2003) states that video content increase the student's motivation and interest, as well as involves them to participate in the learning process. Thus, students will take part of the responsibility for their own learning in classroom debates, and also this will help them to develop their English speaking skill by interchanging information with one another.



Gallacher (undated) claims that selecting appropriate and relevant video resources will antedate the learning success. Indeed, it has to accomplish with the language principles and structures that will be learned in the EFL classes. If this is achieved, audio-visuals will contribute meaningfully in the student's learning process.

Koponen and Rigggenbach (2000) maintain that ability in spoken language is similar to stability, consistency, or balance of communication without excessive breaks or hesitations. Therefore, EFL teaching for fluency requires that teachers highlight the elements and the practice of fluency in all aspects of the student's learning process. Facility in talking is a primary and important objective in language lessons. Fluency represents the main part of the speaker's ability (8).

Turoff (1995) confirms that the employment of technology reliefs people's intellectual limitations and helps them to focus on the different directions and perspectives of the language in use. In fact, technology creates an ambient environment in which students express their ideas, views, and contentions, while they build their linguistic skills, share their experiences and express their opinions, and respond to the assessments of their teachers and classmates.

### **2.1.2 Advantages of using video resource in the EFL classes**

Using videos in the EFL classes increases the student's integration of oral presentation skills by changing the boring class routines and creating a positive atmosphere during their speaking classes.

Videos provide easy access to a wide range of tools like translators, English subtitles, English conversations, etc.; which are applied in language acquisition and represent a benefit for EFL students during their learning process. The web sites "ENGLISH TODAY" "English Conversation" "Learn English Speaking-English Course"



[English Subtitle] (<http://www.youtube.com/watch?v=FQwNoXq2wf8>), offer teachers and students pages where grammar explanations, conversations, and authentic living situations are given during the video presentation, creating a positive environment where students feel confident while improving their speaking skills in different circumstances and contexts.

Bear (2008) states that videos help students to be conscious of their own learning process because this allows them to acquire direct audiovisual feedback which is more effective than “simple teacher correction.”

### **2.1.3 The Role of the teacher**

Turoff's theory (1995) affirms that the engagement with technology releases people's intellectual restrictions and assists them to comprehend the subject or area of learning in a different style, creating and building their knowledge using videos in their speaking classes.

Teachers who include audio-visuals in their EFL classes, not only reduce student's intellectual restrictions; they also stimulate communication and task performance during their oral presentations. Students who are influenced by multiple agents such as; aptitude, attitude, self-esteem, likes, dislikes, and creativity will be more involved during the learning process. All these aspects are a challenge for most of the teachers who have to conduct her/his students down the learning path. Teachers must help their students to reach their learning requirements, encouraging and motivating them to be an active part of their own learning. Therefore, it is necessary to remember that students who interact more during the EFL lessons, will learn more, and these results will confirm the researcher's theories.



#### **2.1.4 Study's assumptions**

In summary, the assumption of this study is as follows: Based on the evidence presented in the research cited above and the classroom experience of these instructors and researchers, it is obvious that the audiovisual action and the spoken language presented in the video material, "ENGLISH TODAY," "English Conversation," and "Learn English Speaking-English Course" [English Subtitle] (<http://www.youtube.com/watch?v=FQwNoXq2wf8>), can help students to develop their English speaking skills. Therefore, both the rationale and the aim of this investigation are to implement an appropriate methodology that will adequately and convincingly demonstrate this hypothesis, as stated above.

The study's assumptions bring out the opportunity for the video to work as an equalizer in training and a tool to improve the performance of the student's speaking skills. At the same time, these educational videos provide a more inclusive, complete and interactive learning experience which helps students and teachers to overcome certain difficulties while producing the target language.

These educational video resources support the uses of the different structures of the target language which agrees with the topics of the syllabus studied in the Third level in the Language Department of the University of Cuenca. Therefore, it is really important that teachers select the correct strategy to develop the student's speaking skills in a creative way as the student overcomes learning problems. Students are self-conscious about committing errors as they speak or communicate with each other.

Reliable video material provides students and teachers several resources which encourage them to create a confident atmosphere to overcome errors that they experience while speaking the target language. In addition, videos inspire students



to accomplish correct speaking skills by exchanging information among other students in a real context and according to their communicative necessities.

These are the reasons that motivated and animated me to investigate the use of video material in the EFL classes.



## Chapter III: Methodology

### 3.1 Methodology

The content of this study drew upon a variety of resources and procedures that were applied to the learning process in the EFL classes. The procedure employed in this monograph is basically bibliographic. The investigator collected information about the importance of using videos for increasing the speaking skills in the EFL classroom.

These video resources were collected by the researcher considering the topics to be studied by the students of the Third Level Language Department at the University of Cuenca.

Educational video materials such as: YouTube “ENGLISH TODAY,” “English Conversation,” and “Learn English Speaking English Course,” [English Subtitle] (<http://www.youtube.com/watch?v=FQwNoXq2wf8>) agree with these purposes.

This research employed primarily a quantitative approach because all the evident and relevant facts were considered. In addition, this investigation was interpreted by gathering information through the survey technique, as well as a pre-test and a post examination technique in order to examine and describe the results of this investigation.

### 3.2 Data gathering techniques

The researcher obtained data at the University of Cuenca with teachers and students of the Third Level Language Department during the fourth periods of one and a half hours each. The researcher developed a survey given to the teachers of the Third Level of the Language Department., (see Appendix 1).Also, a pre-test and a post-test given to the students of the Third Level Language Department which related to some of the topics studied during the fourth periods of the investigation. It



was designed to discover different ways to interact with students in different environments and different situations.

The researcher worked with two groups – a control group and a treatment group. The control group was analyzed using the same methodology the teacher has enforced in class, while the treatment group was evaluated using the video tool to verify the reliability of using video resources in the EFL speaking classes.

The researcher collected statistics using the test procedure in two ways:

### **3.2.1 The survey**

The first technique was a survey for teachers of the Language Department at the University of Cuenca. The survey technique included some questions related to the use of videos in the EFL classroom to make obvious the proportion of the routine role of video material in the classroom and to gather data about its influence and importance in the development of the speaking skills.

It is important to point out that the participants provided information from their point of view about teaching techniques, methods, materials, etc.

Finally, the primary goal was the direct class application of the videos to the learning process of the students, which revealed the quantitative results of the video application.

In closing, the techniques utilized for the development of this investigation were based on the pre-test and the post-test technique, as well as the survey technique. This investigation was formed by multiple choice questions to disclose and to specify the information obtained. The information obtained not only contributed to the researcher's knowledge of how to assist our students with the utilization of videos,



but it also helped to encourage our students to improve their English-speaking skills in the EFL classroom.

### **3.2.2 The pre-test**

- The pre-test: It was designed to measure the knowledge that pupils have at the beginning of this project. The pre-test helped in measuring the exact learning, as well as facilitating in generating ideas and recommendations. Students gathered information, opinions or requests towards the end of the pre-test. The pre-test was necessary and essential because it collected evidence for the clarification of the following post-test. The pre-test involved 8 questions which comprised yes or no questions, and multiple choice options, (see Appendix 2).

### **3.2.3 The post-test**

- Post-test: The post-test was based upon the pre-test. The post-test results were really indispensable and were given in the last stage of the discussion. The post-test was the last procedure technique to understand the student's knowledge after being exposed to video resources (<http://www.youtube.com/watch?v=FQwNoXq2wf8>). The post-test involved 6 questions which comprised yes or no questions, and multiple choice options, (see Appendix 19).

The main purpose of the pre-test and a post- test was to provide a measure of efficiency for the treatment. Just two groups were involved during the experiment. Both groups included conclusions as well as recommendations.



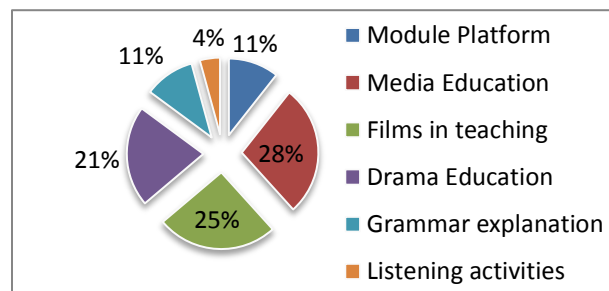
## Chapter IV: Results Analysis and interpretation

### 4.1 Interpretation and Analysis of the survey for teachers

The following graphics present the results of the survey administered to fifteen teachers between thirty to fifty years old. The teachers taught to students of the Third Level of the Language Department at the University of Cuenca. The survey was held on October 6, 2014 previous authorization of the Director of the Language Department of the University of Cuenca, Mgst. Maria Dolores Burbano. The purpose of this questionnaire was to learn how much teachers knew about the use of videos. The results explained the extent the use of videos is relevant in the EFL classes. The questionnaire and a sample of the survey are included in Appendix 1.

#### Graph 1

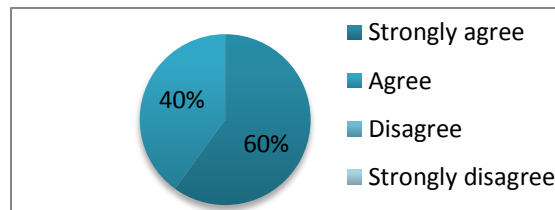
Question 1: Have you received training at some point in some of the following



Graphic 1 clarifies that 28% of the teachers have received training in Media, 25% of them in Films in Teaching, 21% in Drama Education, 11% in Grammar explanation, 11% in Module Platform and just 4% have received training in Listening Activities. These results are beneficial because most teachers are conscious of the use of Media resources which include the use of videos in the EFL classroom

## Graph 2

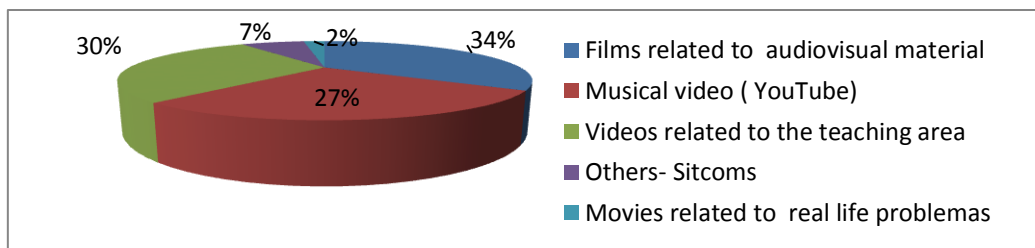
Question 2: Should educational videos be included in the EFL classroom?



The graphs show that nine of teachers which is the 60%, “strongly agree” with the use of videos in the EFL classroom, six of them which is the 40% “agree” with the use of videos. It demonstrates that teachers approve including educational videos as a helpful tool in the English learning process.

## Graph 3

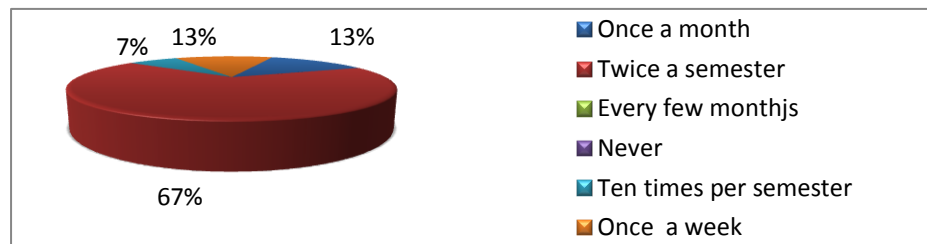
Question 3: What types of videos have you used as teaching material in English class?



Graphic 3 demonstrates that 34% of teachers which is fifteen teachers, use the videos related to audiovisual material, thirteen of them (30%) use Films related to the teaching area, twelve of them (27%) use Musical videos, three of them (7%) use other kind of videos such as Sitcoms and, just 2% of them use movies about real problems. These results indicate that the different resources that teachers use during their EFL classes are reliable material which help students during the learning process.

#### Graph 4

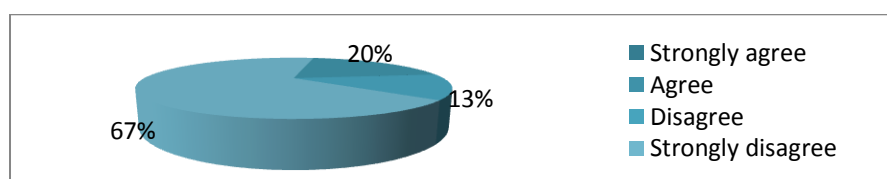
Question 4: How often have you used the video clips in your classroom?



Graphic 4 about the use of video clips in classes establishes that most teachers, 67% (ten teachers), use video clips during their English classes. The 13% (two teachers), access video clips once a month, while the other 13% (two teachers), use video clips once a week, and 7% (one teacher) employ videos ten times per semester. For the questions about using videos never or every few months, teachers didn't make this choice. This is very important because it demonstrates that video clips are included in the EFL classes for learning purposes.

#### Graph 5

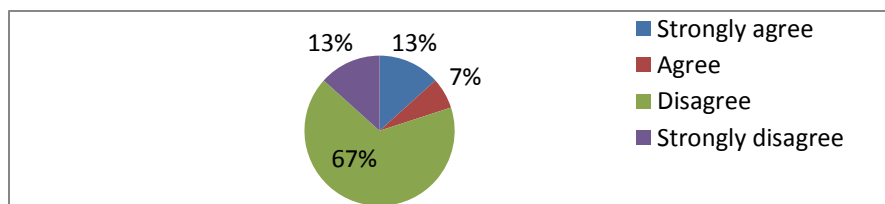
Question 5: I think it's very hard to find suitable videos for ESL students.



Graphic 5 determines that most teachers, 67%, "agree" that it is not difficult to find suitable videos for ESL students, while 3 teachers which implies the 20%, "disagree" and the other 13%, just 2 teachers, state that it is very hard to find suitable videos for ESL students. It confirms that most teachers can find suitable video material to teach their students in the EFL classes.

### Graph 6

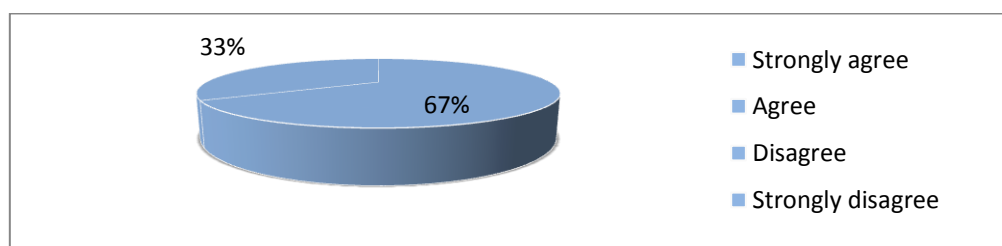
Question 6: It is very difficult to incorporate videos into curriculum.



Graphic 6 shows that 10 teachers that is the 67% of them, “agree” that it is very easy to incorporate videos into curriculum, while two of them that is the 13% of the teachers strongly “disagree”. On the other hand, two of them which infers the 13% (of them “agree” that it is very difficult to incorporate videos into the curriculum, and just one of them that is the 7%, “strongly agree” that it is very difficult to incorporate videos into curriculum. These details provided the researcher a benefit because it demonstrated that most teachers incorporate videos into the curriculum, which is an advantage to the student, because students can access the video tools in a confident manner at any time.

### Graph 7

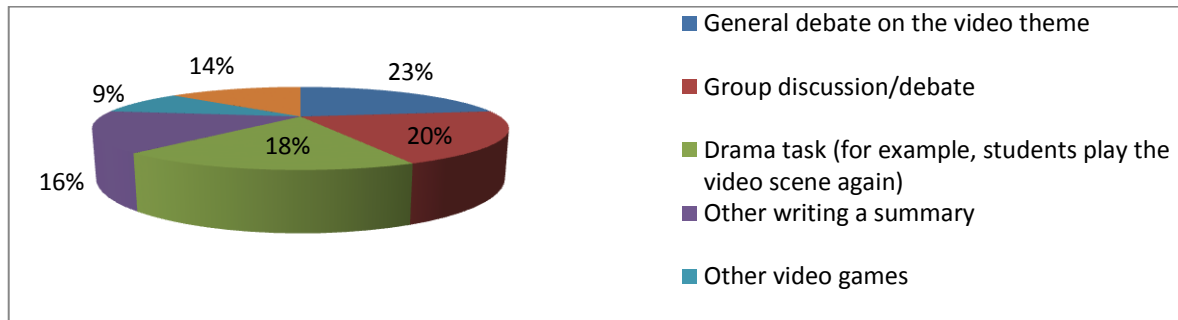
Question 7: I think videos are a useful resource for oral English language teaching.



Graphic 7 evidences that 67% of teachers strongly agree that videos are useful resources for oral English language teaching, the other 33% agree that the videos are useful resources for oral English language teaching. It confirms that teachers use videos for English learning purposes.

## Graph 8

Question 8: I have been using videos in English class oral language skills teaching assignments in the following:



Graphic 8 confirms that 23% of teachers assign students a general debate about the theme of the video shown, 20% of teachers use Group discussion/debate as an assignment in English oral language skills. The 18% of teachers assign the students a Drama task for example; students play the video scene again). On the other hand, in the “other” option, 16% of teachers assign students a writing a summary, 14% listen to the conversation, and 9% of them uses video games as oral language skills teaching. It is important to clarify that some of the teachers chose more than one answer, so it implies that the assignment given to the students during the EFL classes are good examples of how videos can help them during the learning process, and especially in speaking classes.

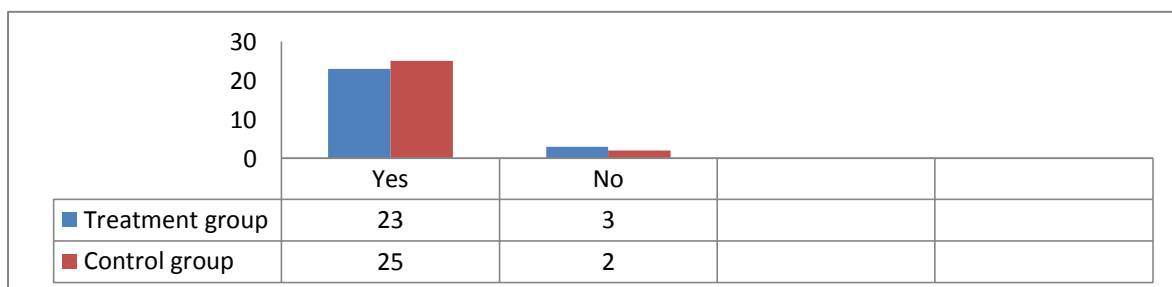
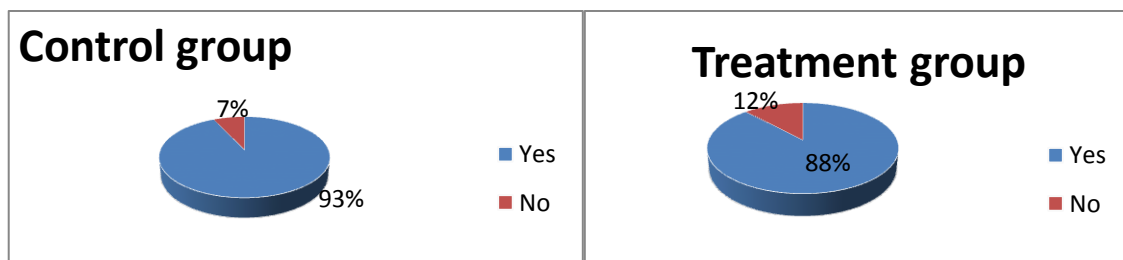
### 4.1.2 Interpretation and analysis of the pre-test

The following graphics present the analysis and the results of the pre-test administered to two different courses of the Third level Language department of the University of Cuenca. It is important to mention that the researcher previously made all the arrangements to apply this thesis project with the Director of the English Language Department of the University of Cuenca, Mgst. María Dolores Burbano. The survey was held on October 8, 2014, the participants of the Control group were a

total of twenty seven students, seven male and twenty female, between the ages of nineteen to twenty nine years old. On the other hand, the participants of the Treatment group were a total of twenty six students, seventeen male and nine female, between the ages of nineteen to fifty years old. The aim of this pre-test was to see the level of awareness students had about the use of videos at the beginning of the course. It consisted of 8 questions that involved multiple choice questions, and yes/no questions, which were administered to them considering the different kinds of video materials types, models, benefits, and frequency of using them. The questionnaire is included to Appendix 2.

### Graph 9

Question 1: (Control and treatment groups). Have you used videos before?



The figure includes a bar chart and a data table. The bar chart shows the number of 'Yes' and 'No' responses for the Treatment group (blue bars) and Control group (red bars). The data table below provides the exact counts.

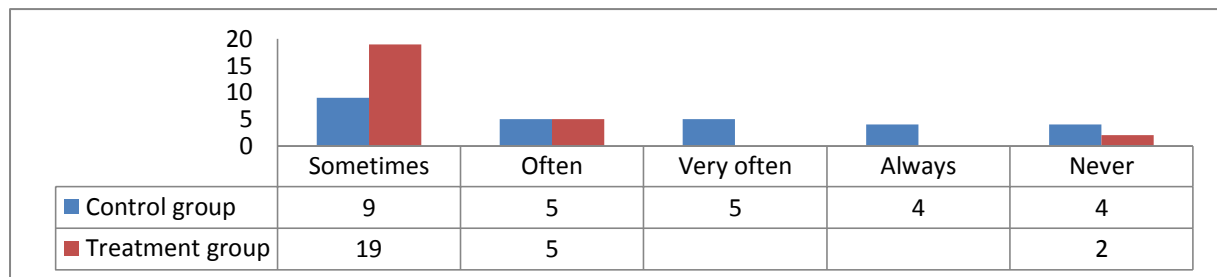
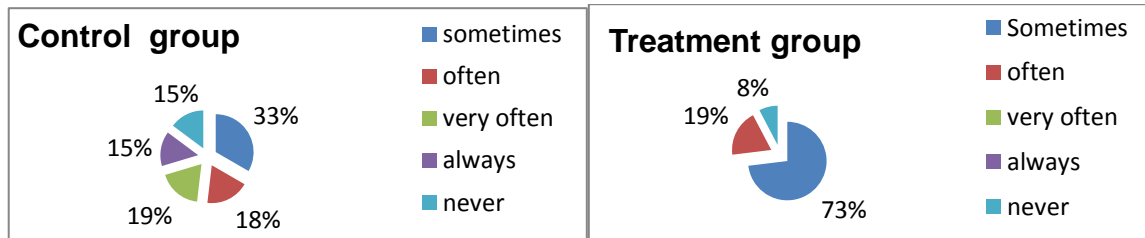
	Yes	No		
■ Treatment group	23	3		
■ Control group	25	2		

As we can see in the graphics, both groups, the control and the treatment group, have used videos before, which represents 93% for the control group and 88% for the treatment group. Also, it is clear that just a minor percentage of students have not used videos before, 7% of the control group and 12% of the treatment group.

These outcomes are an advantage because it verifies that videos are well known and well received by both the control and the treatment group.

**Graph 10**

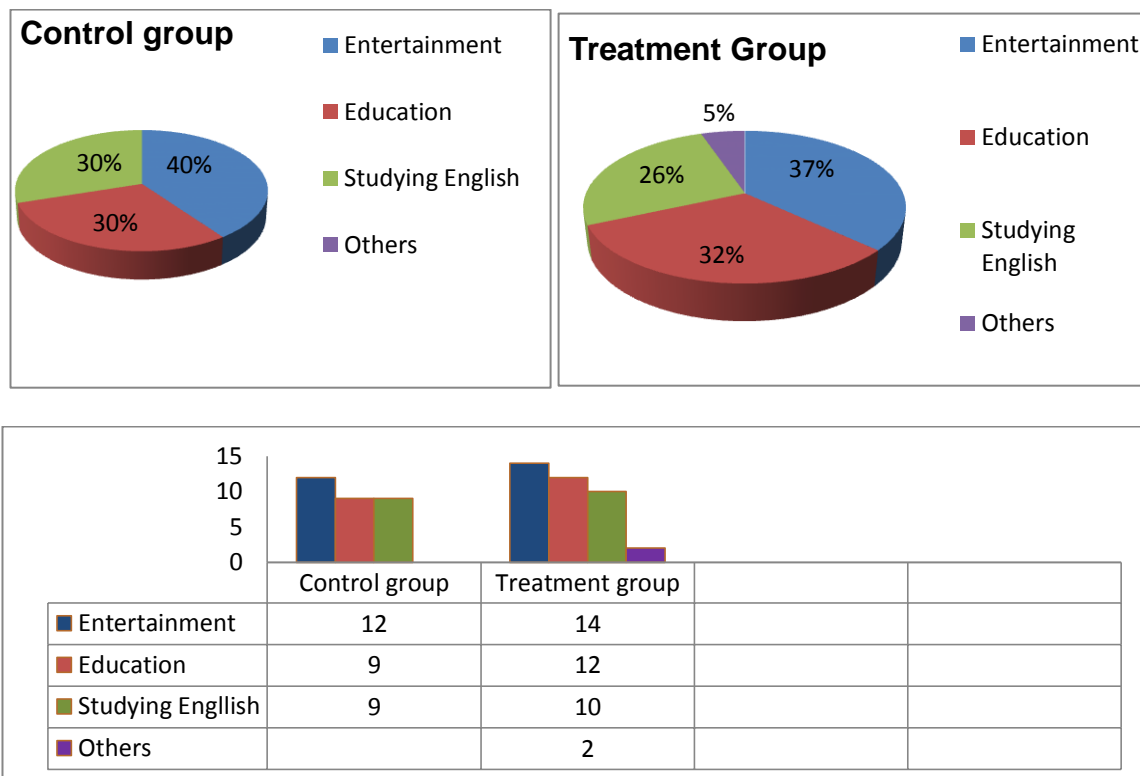
Question 2: (Control and treatment groups). How often do you use videos in class?



As we can observe in the graphics and in the table most participants from the control and treatment groups have used videos in class, 33% of the participants from the control group chose the option “sometimes,” 73% of students from the treatment group chose “sometimes” too. The 18% of students from the control group chose “often”, 19% of students from the treatment group chose “often” as well. With respect to “very often,” 19% of students from the control group selected this option. With respect to “always,” 15% of students from the control group selected this option. Finally, 15% of students from the control group selected “never” while only 8% of students from the treatment group chose “never” too. These results demonstrate that the uses of videos within the EFL classes are well received and used by the students during their learning process.

**Graph 11**

Question 3: (Control and treatment groups). When you use videos on your own, what do you usually use it for? (You may choose more than one answer).

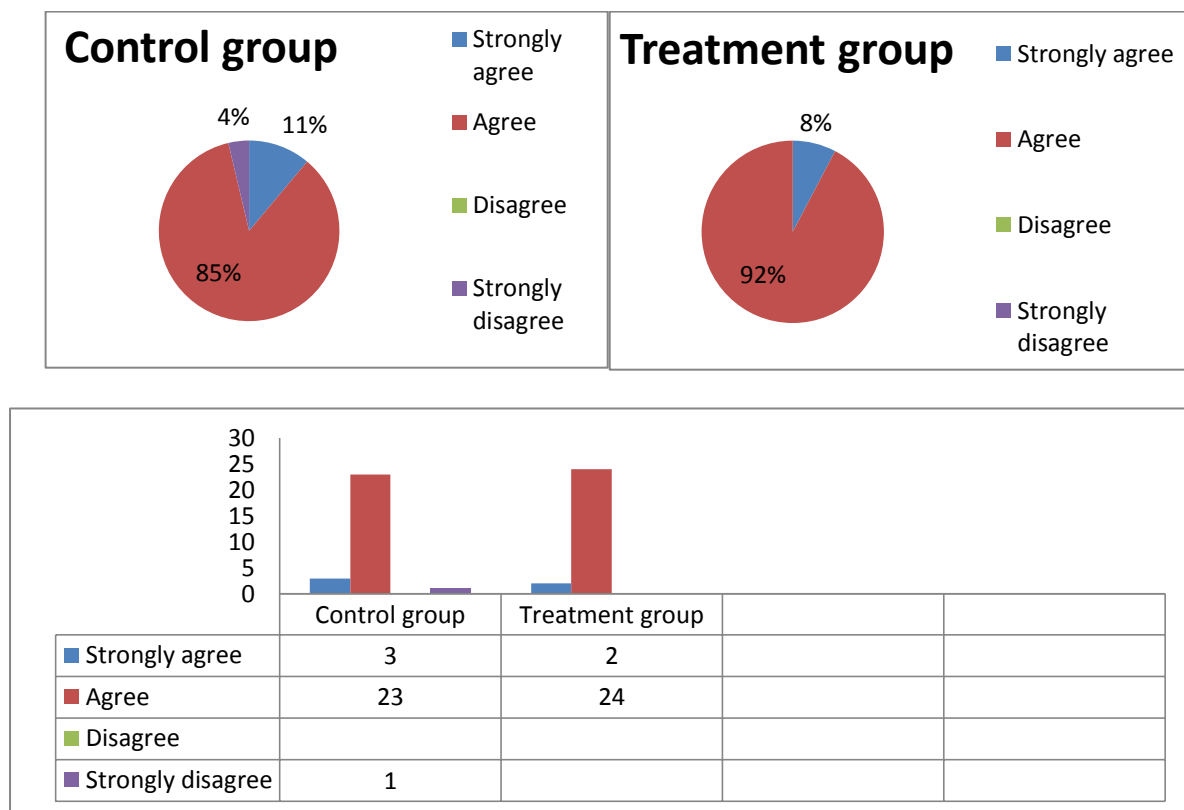


The graphics clearly demonstrate that most students from the control and the treatment group use videos for entertainment, as well as education, followed by studying English. This shows that when students use videos, they use them mostly for entertainment then educational purposes.



**Graph 12**

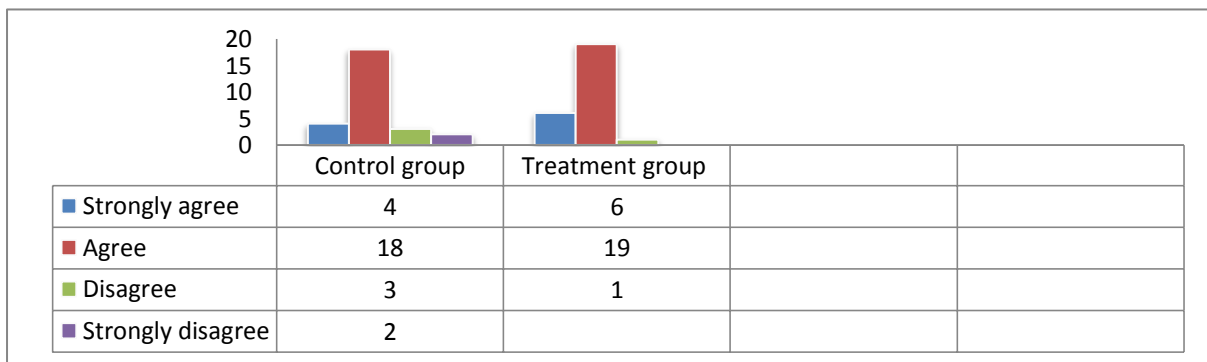
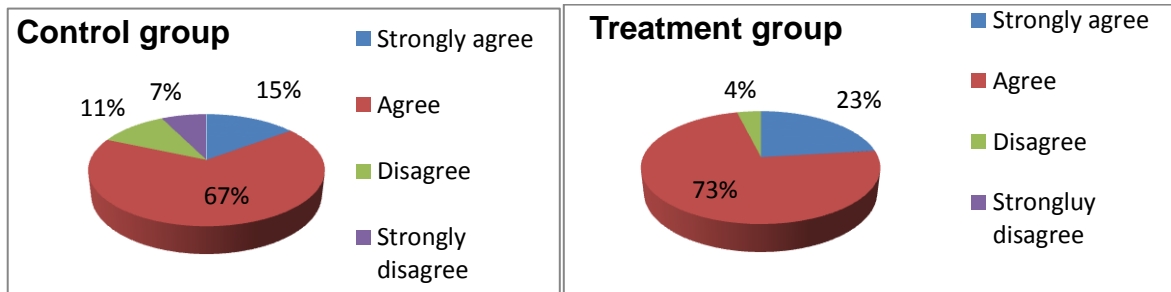
Question 4: (Control and treatment groups). The models of good videos are helpful in you speaking development



As is evident in the graphics, most students from the control as well as from the treatment groups agree with the models of good videos. This means that they are conscious about good video tools during their speaking development. For the choice “strongly agree” just three students of the control group chose this option, while two students of the treatment group had the same preference. It is important to mention that just one student “strongly disagreed” with the models of good videos as useful resources in speaking development.

**Graph 13**

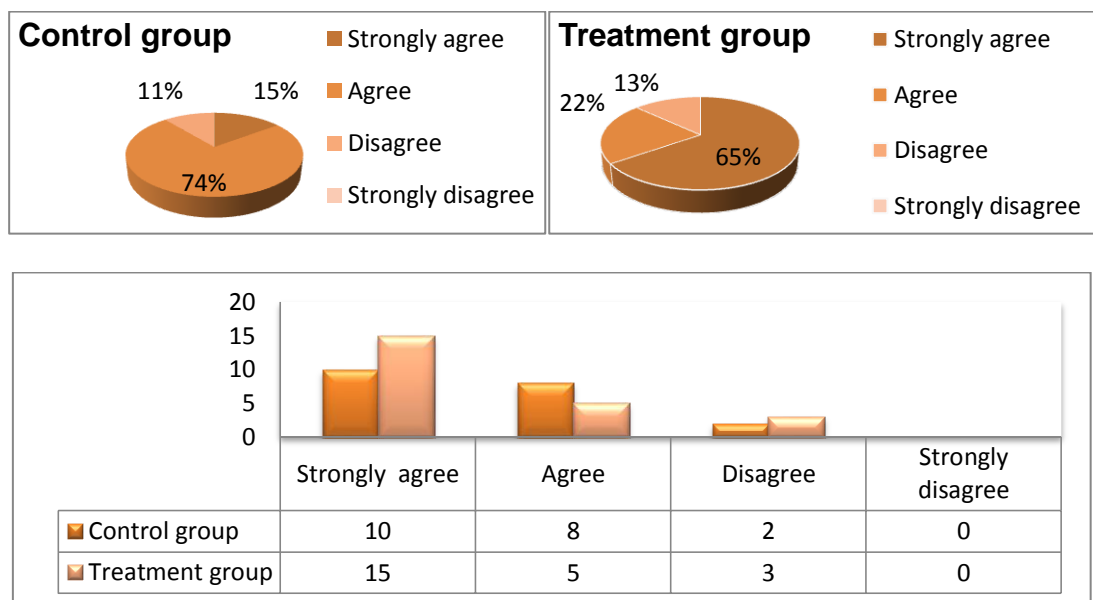
Question 5: (Control and treatment groups). Using video materials make speaking classes more interesting?



The graphics clearly show that most students from the control group the 15% and the 23% from the treatment group strongly agree with using video material to make classes more interesting. The 67% of students from the control agree with using video material and the 73% of students from the treatment group agree too. Eleven percent of students from the control group disagree and 4% from the treatment group disagree too. Finally, just the 4% of students from the control group strongly disagree.

### Graph 14

Question 6: (Control and treatment groups). The video material used was relevant to what was studied in class? Please state why or why not.

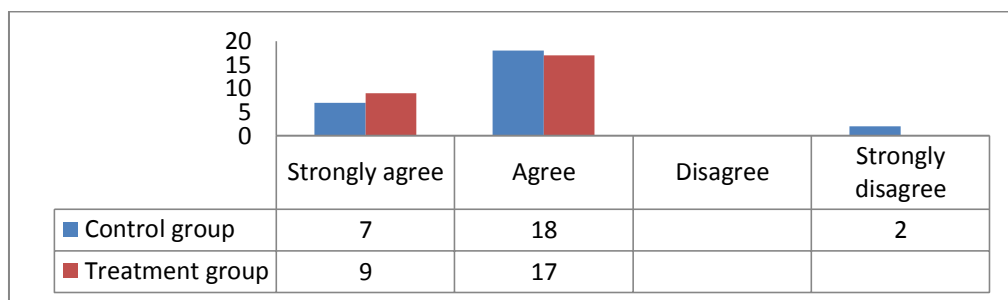
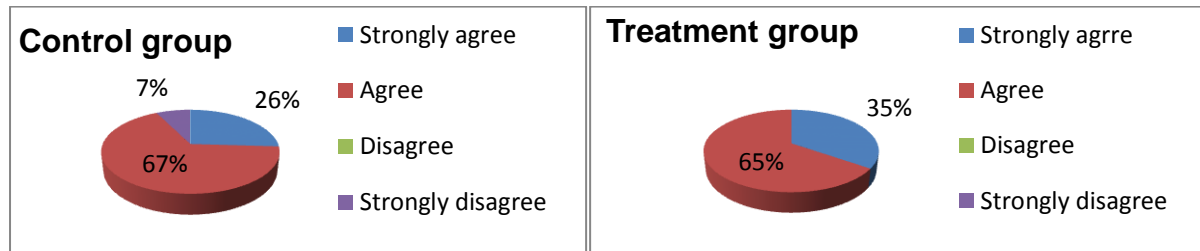


As can be observed in the graphics, most students from the control and from the treatment group “strongly agree” with video material used in classes, they manifested that most video material was relevant to what was studied in class, just 11% of students from the control group “disagree” with it. As can be seen, the purpose of the survey was to prove that video material used in classes was relevant to what was studied in classes. Some students provided different reasons to their answers which are described as follows:

- Classes with videos are more interesting.
- I strongly agree because I am improving my pronunciation.
- Because videos help me to practice the language and new vocabulary.
- I disagree because I don't have time to watch videos.

**Graph 15**

Question 7: (Control and treatment groups). Using video material has been beneficial to improve your speaking skills? Please state why or why not.

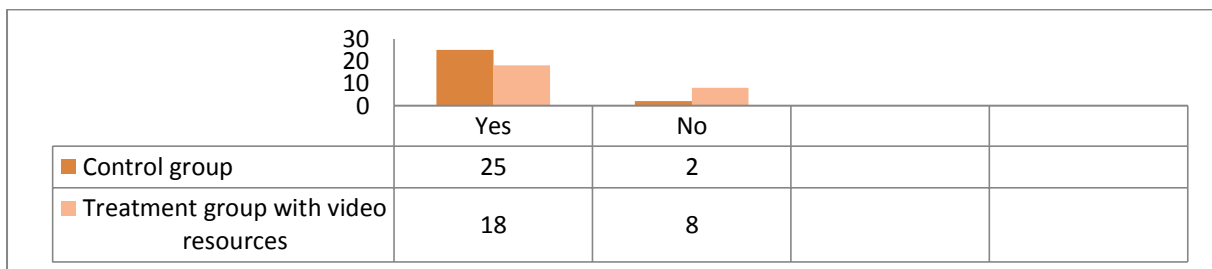
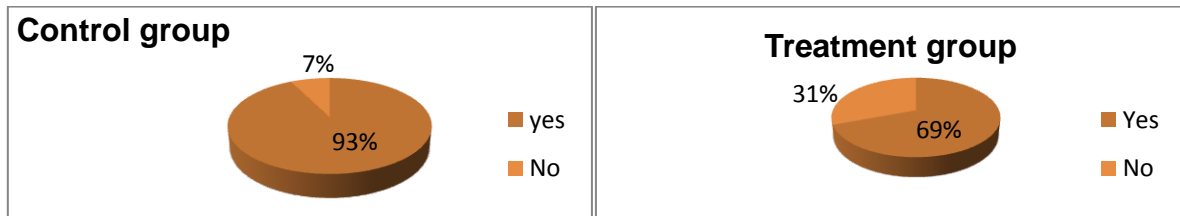


The graphics validate that 26% of the students from the control group, as well as 35% of the students from the treatment group “strongly agree” that using video material has been beneficial to improve their speaking skills. The 67% and the 65 % of the students from the two groups “agree”, and just 7% of students from the control group “strongly disagree.” These affirmative responses validate that using video material encourages students to improve their speaking skills. Some of the students, who didn’t agree with the motion, expressed that video materials are little difficult to understand. Here are some of the positive and negative commentaries:

- I like to use video material because I practice my speaking.
- I improve my listening. It helps me with pronunciation.
- Classes are very interesting.
- I don’t like videos because they are a little difficult to understand.

**Graph 16**

Question 8: (Control and treatment groups). Have you ever felt motivated to use videos by yourself to study English outside your class? Please state why or why not.



As can be seen, most students from the control group, 93%, felt motivated to use videos outside the class to study English, the same occurred with the treatment group, 69% of them felt motivated to use videos outside the class. On the other hand, just 7% of the students from the control group expressed that they did not feel motivated to use videos outside classes, 31% of the students from the treatment group did not feel motivated. The students stated their responses as follows:

- I love to watch videos inside and outside the classes.
- I like to practice pronunciation, especially when I listen to music, I learn new words.
- We need someone to encourage us to do that, we need help.
- I would like to improve my speaking skills while I watch videos.
- I feel motivated to study with videos, and to apply them in our English classes.
- I use videos outside classes to do my homework.
- I learn English in a funny way.

Students who answered the option “no,” argued that they did not have enough time.



-I do not have enough time to watch videos outside classes.

-I learn more when I read books.

- I learn English when I read books.

These positive responses about using videos outside classes are considered good resources both for the control group and for the treatment group.

#### **4.1.3 Interpretation and analysis of the 4<sup>th</sup> periods of classes**

First of all, it is important to mention that previous to this thesis project, the researcher made all the arrangements with Mgst. Maria Dolores Burbano, Director of the English Language Department at the University of Cuenca, who designed the groups which were involved in this investigation. Mgst. Rosita Torres (B-3) was in charge of the Control Group, Lcda. Catalina Jaramillo (D-3) was in charge of the Treatment Group; all were present during these fourth periods of classes, giving credibility to this research. Also, it is important to mention that the inform about the application of the thesis is included to appendix 21.

The information collected during the fourth period of classes was evaluated in the same way. The same questions were asked to both groups; the only difference was that the treatment group was measured with the video resources “ENGLISH TODAY” “English Conversation,” and “Learn English Speaking-English Course” [English Subtitle] (<http://www.youtube.com/watch?v=FQwNoXq2wf8>).

The research started on October 13, 2014, and finished on October 16, 2014. The classes were directed in the Language Department at the University of Cuenca with students from the Third level. Two groups were involved, and the classes were divided into two periods, the control group (27 students), from 8:30 to 10:00 am (room 301) and the treatment group (26 students) from 10:30 am to 12: 00 pm (room 302).



The participants were asked to answer some questions after classes, these questions had to do with the topics and activities administered to them during the period of classes which had to do with the book “Open Mind 3,” and the topics of the syllabus that is included to appendix (20). The researcher included five multiple choice questions as well as yes/no questions, in order to see how students respond during these fourth period of classes.

It is important to mention that both groups, the control and the treatment group were surveyed using the book “Open Mind 3” Unit 1, and the treatment was monitored with the same topics of the book “Open Mind 3,” but classes were developed introducing the video materials “ENGLISH TODAY” “English Conversation” “Learn English Speaking-English Course” [English Subtitle] (<http://www.youtube.com/watch?v=FQwNoXq2wf8>) which was also mentioned in the objectives of the study, to see to what extent videos help students to improve their speaking skills.

#### **4.1.4 Interpretation and analysis of the 1<sup>st</sup> period of classes Control group and Treatment group.**

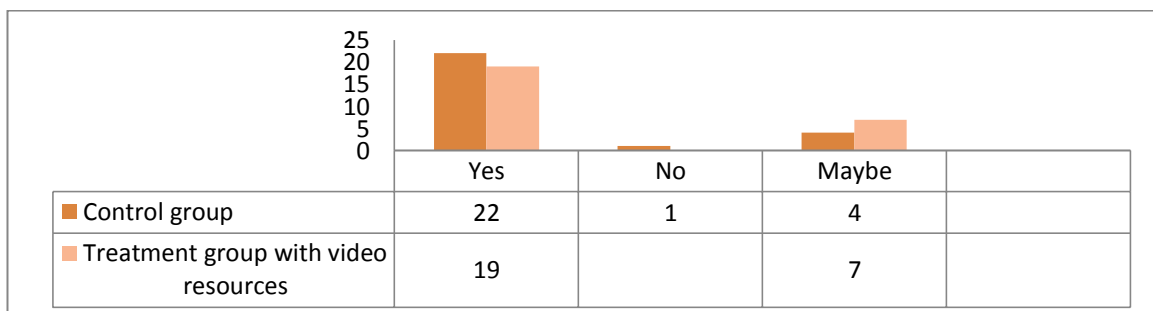
The next graphics are the interpretation, analysis, and results from the 1<sup>st</sup> period of classes that were held on October 13- 2014 from 8:30 am to 10:00 am (room 301) the control group, and from 10:30 am to 12:00pm (room 302) the treatment group. It is important to state that the questionnaires, video resources, lesson plans, classroom activities, and worksheets are incorporated to appendices 3 – 6.

**Graph 17**

Question 1: (Control group). Do you think you will use the information received today about the milestones in real life situations?

Question 1: (Treatment group). Do you think you will use the information received today from the video source “ENGLISH TODAY,” “English Conversation,” and “Learn English Speaking-English Course” [English Subtitle]

(<http://www.youtube.com/watch?v=FQwNoXq2wf8>) about “Live and Learn” (the milestones) in real life situations?

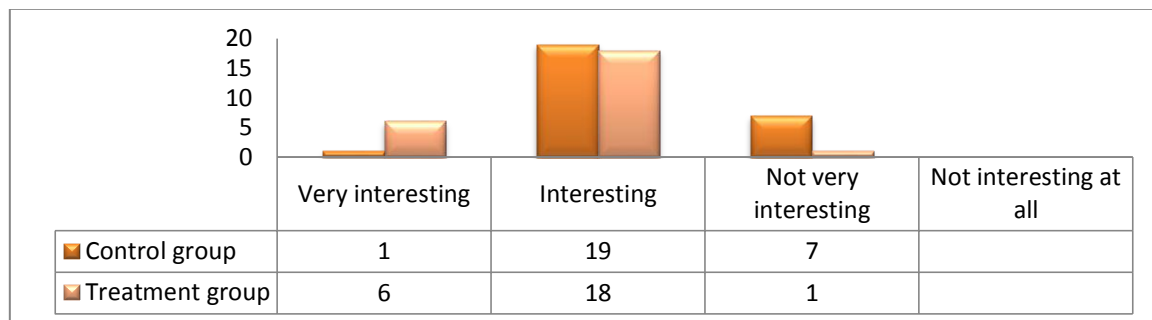
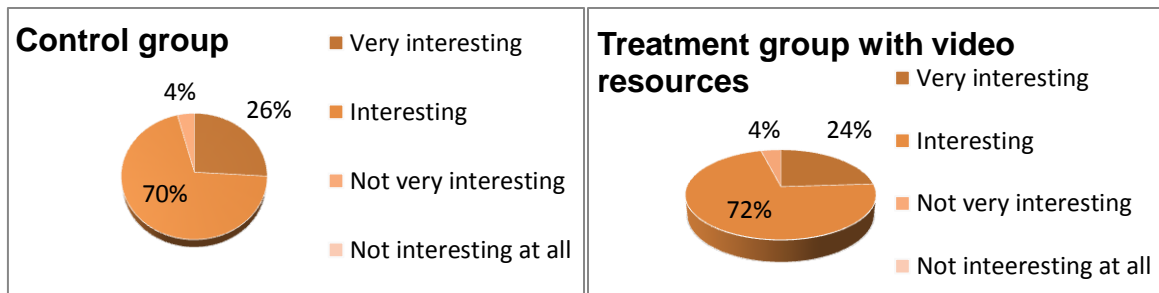


The graphics clearly show that most students from the control group (76%) and (73%) from the treatment group will use the information they received about the milestones in real life. The 14 % of students from the control group chose the option “no”, and just 10% of them chose the option “maybe”. On the other hand 27% of students from the control group chose the option “maybe.” These positive results are very important for the researcher because it confirms that during classroom activities, both groups were able to talk about their learning experiences to their partners in an accurate way.



**Graph 18**

Question 2: (Control and treatment groups). Was today's class interesting?

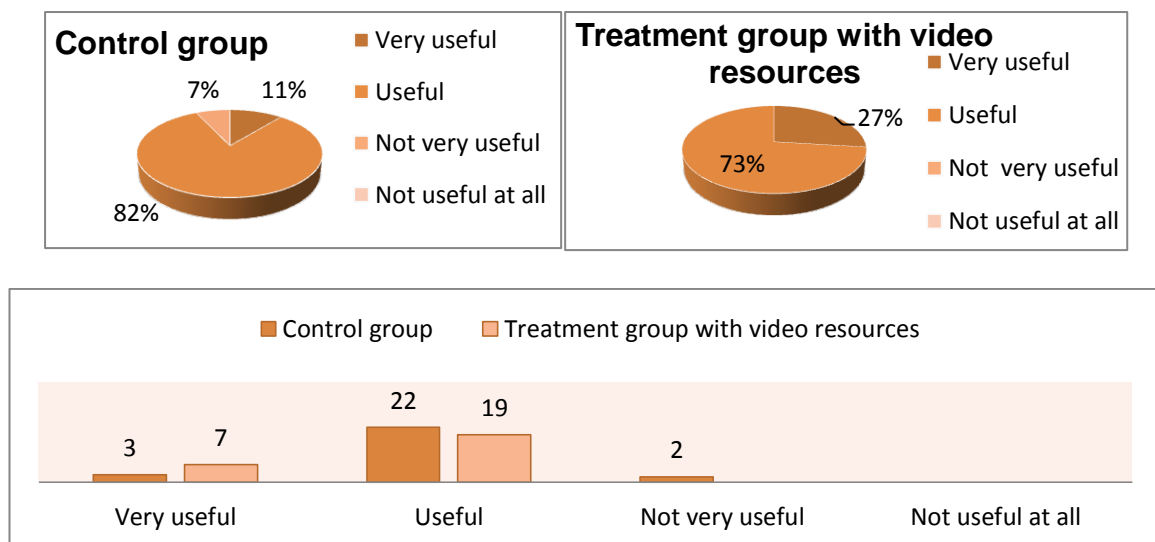


As can be seen in the graphics, the 70% of the students from the control group answered that the class about “Live and Learn” (the milestones) was interesting. The 26% found the period very interesting, and just 4% of the students found it not very interesting. On the other hand, 72 % of students from the treatment group found the class interesting, while 24% found it very interesting, and just 4% of them found the session not very interesting. This proved that classes were well received by the students, and most of them found it interesting. It is important to mention that the treatment group was exposure to the video material “ENGLISH TODAY,” “English Conversation,” and “Learn English Speaking-English Course” [English Subtitle] (<http://www.youtube.com/watch?v=FQwNoXq2wf8>).\

**Graph 19**

Question 3. (Control group). Were the classroom activities and the lesson related to the topics of the book “Open Mind 3” about the present perfect useful?

Question 3. (Treatment group). Were the classroom activities, and the “ENGLISH TODAY,” “English Conversation,” and “Learn English Speaking-English Course” [English Subtitle] (<http://www.youtube.com/watch?v=FQwNoXq2wf8>) video (related to the topics of the book “Open Mind 3” about the present perfect useful.



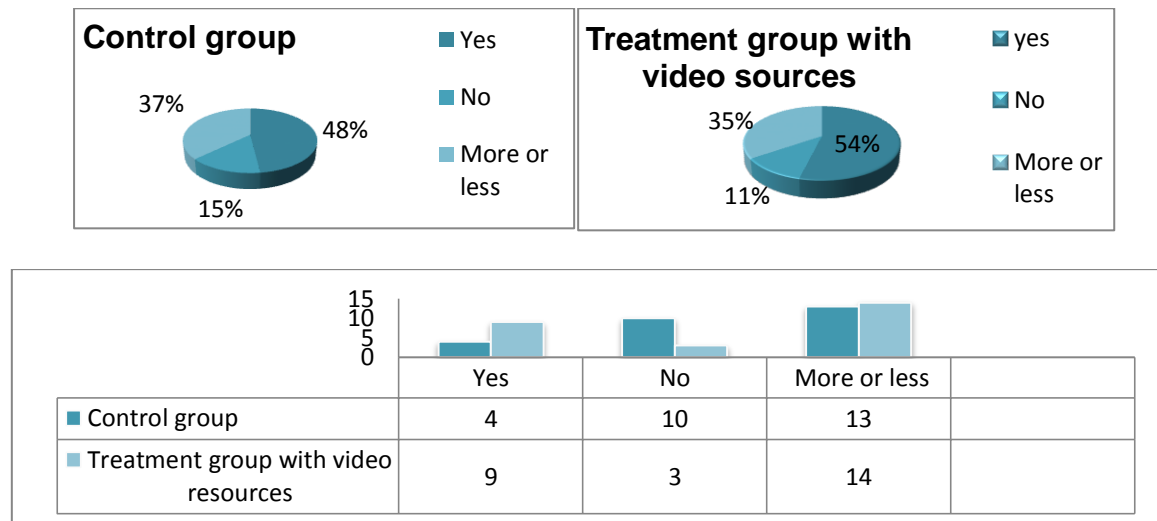
The above graphics show that 82% of students from the control group found the classroom activities, and the lesson related to the topics of the book ‘Open Mind 3’ (“Live and Learn”) about the present perfect “useful,” 11% of them found them “very useful,” 7% of them found the period “not very useful,” none of the students found the session of classes “not useful at all.” On the other hand, 73% of students from the treatment group found classes “useful,” but it is good to remember that the classes were developed with video sources which shows that there is not much difference with the control group whose classes were developed with the book, 27% found the period of classes “very useful,” and none of the students found the

classes with videos “not useful at all.

**Graph 20**

Question 4. (Control group). Did you understand the dialogues, stories, and activities used in class?

Question4. (Treatment group). Did you understand the dialogues, stories, and activities used in class with the video resources “ENGLISH TODAY,” “English Conversation,” and “Learn English Speaking-English Course” [English Subtitle] (<http://www.youtube.com/watch?v=FQwNoXq2wf8>)?



The graphic demonstrate that students opinions from the control and the treatment groups regarding the dialogues, stories and activities used in class, classes were affirmative, 48% of the control group students answered “yes,” 15% chose “no,” and 37% of them chose “more or less.” On the other hand, 54% of the students from the treatment group found the classroom activities, dialogues and stories favorable, 35 % of them chose “more or less,” and just 11% of them chose “no.” These results demonstrate that using the book “Open Mind 3” and the video resources “ENGLISH TODAY,” “English Conversation,” and “Learn English Speaking-

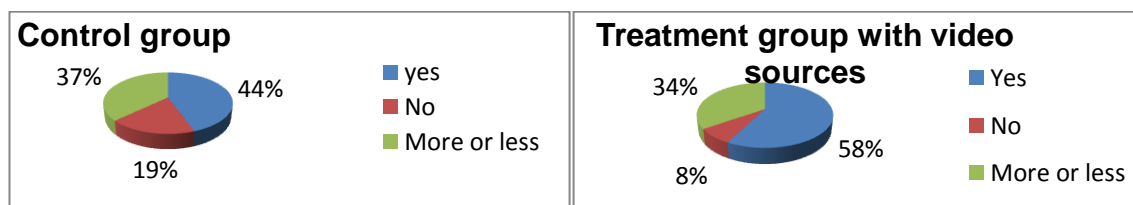
English Course” [English Subtitle]

(<http://www.youtube.com/watch?v=FQwNoXq2wf8>) accompanied by the appropriate classroom activities, make students understand the lesson better.

**Graph 21**

Question 5: (Control group). During the class presentation, did you feel free to talk about your own learning experiences with your partners?

Question 5: (Treatment group). During the video presentation, did you feel free to talk about your own learning experiences with your partners?



	Yes	No	More or less
Control group	12	5	10
Treatment group with video resources	15	2	9

The graphics confirm that 44% of the students from the control group were free to talk about their own learning experiences with their partners, 37% of them “more or less,” and just 19% of them did not feel free to talk about their learning experiences. On the other hand, 58% of the students from the treatment group felt free to talk about their learning experiences, 34% “more or less,” and just 8% of them “no.” The results reveal that most students from both, the control and the treatment groups, ensure positive reactions around the class presentation even though the classes were offered with the same methodology, or with the video resources. Students felt

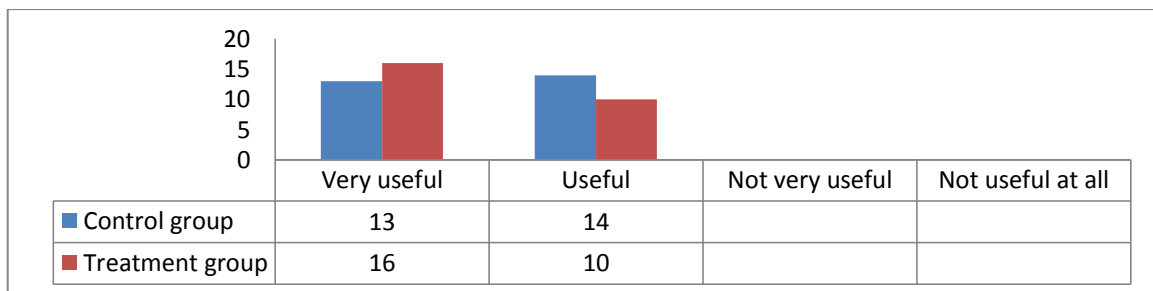
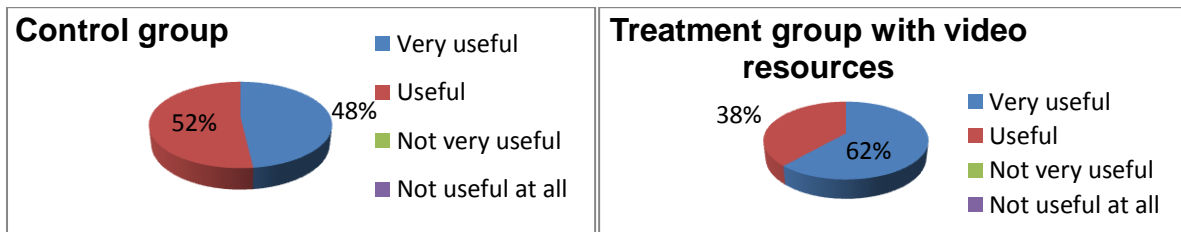
free to talk, which is important since this investigation has to do with the use of videos to promote the speaking skills of the students in the EFL classes.

**4.1.5 Interpretation and analysis of the 2nd period of classes of the Control and Treatment groups.**

The following graphics are the interpretation, analysis and results from the 2<sup>nd</sup> period of classes that were held on October 14, 2014 from 8:30 am to 10:00 am (room 301) with the control group, and from 10:30 am to 12:00pm (room 302) with the treatment group. It is worthwhile to mention that the questionnaires, video resources lesson plans, classroom activities, and worksheets are incorporated to appendixes (7-10).

**Graph 22**

Question 1: (Control and treatment groups). How can you describe the today’s classroom activities?



As is evident from graphics, students from the control group and from the treatment group consider the classroom activities “very useful “(48%) and “useful” (52 %). No student gave a negative answer. At the same time the students from the treatment group considered video resources and activities “very useful” (62%) and “useful” (38%). No student provided a negative answer. These results show that both



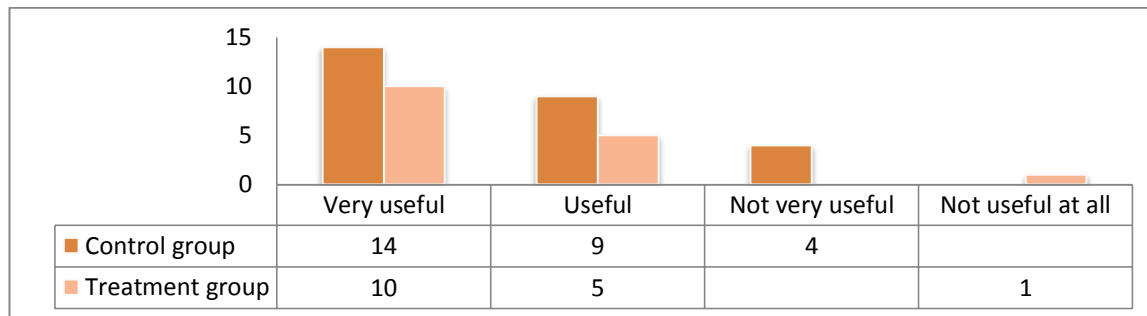
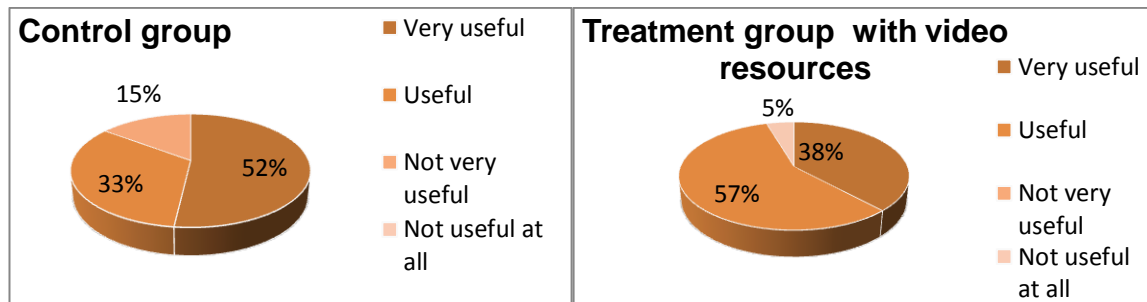
groups considered the classroom activities useful for their learning process. The treatment group was exposed to the book “Open Mind 3,” as well as to the video sources (<http://www.youtube.com/watch?v=FQwNoXq2wf8>), “English Conversation” while the control group was exposed to the book “Open Mind 3.” It is important to mention that during the activity most students felt motivated to get information from their classmates.

### **Graph 23**

Question 2: (Control group). Were the vocabulary and the dialogues used in the classroom related to the topics of the book “Open Mind 3” about the uses of ‘already’ and ‘yet’ with the present perfect tense, useful?

Question 2: (Treatment group). Were the vocabulary and the dialogues used in the video sources “ENGLISH TODAY,” “English Conversation,” and “Learn English Speaking-English Course”[English Subtitle]

(<http://www.youtube.com/watch?v=FQwNoXq2wf8>), related to the topics of the book “Open Mind 3” about the uses of ‘already’ and ‘yet’ with the present perfect tense, useful?

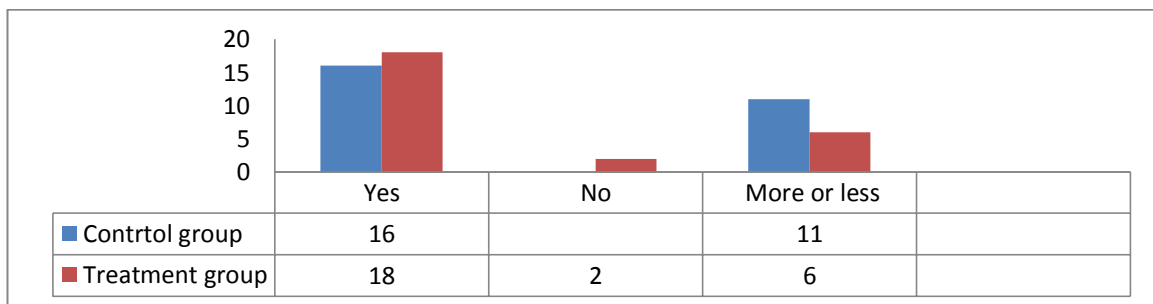
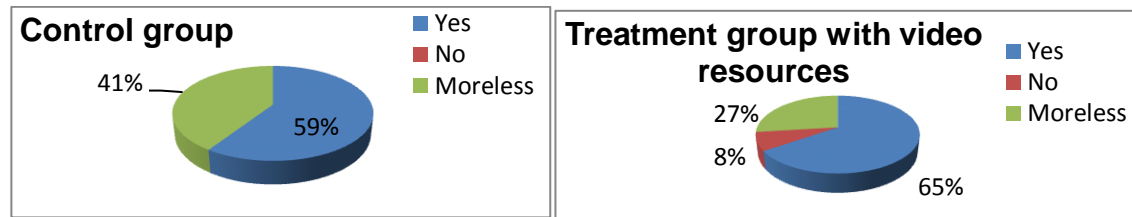


The graphics demonstrate that most students from the control group considered the classroom activities related to the topics of the book “Open Mind 3” about the uses of “already and yet” with the present perfect tense “very useful” (52%) , “useful” (33%), and “not very useful” (15%). Students from the treatment group considered the use of the video resource “English Conversation” related to the topic from the book “Open Mind 3” about the uses of “already and yet” with the present perfect tense “very useful” (57%), “useful” (38%), and “not useful at all” (5%). These results proved that these types of activities and the use of the video resources engage students during the learning process. It is important to mention that according to the results of the survey, the students from the treatment group were more motivated to talk to their partners.

**Graph 24**

Question 3: (Control group). During the classroom presentation, did you feel motivated to talk about your own learning experiences to your classmates?

Question 3: (Treatment group). During the video presentation, did you feel motivated to talk about your own learning experiences to your classmates?

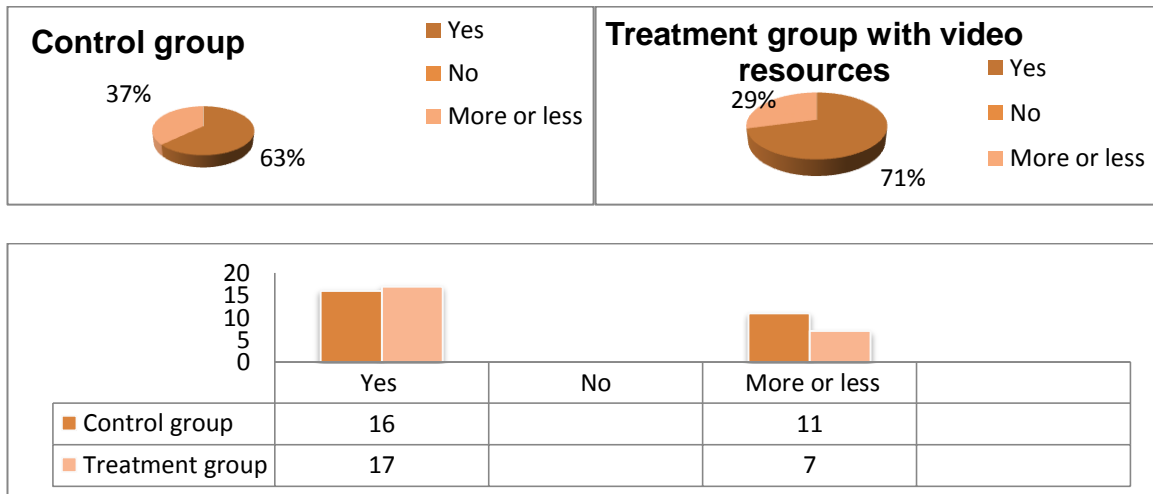


The graphics determine that more than half of the students from the control group (59%) revealed that they felt motivated to talk with their classmates, 41% of them considered that they felt more or less motivated to talk, no negative answers were given for the option ‘no.’ On the other hand, most students from the treatment group (65%) stated that they felt motivated to talk to their classmates during the class presentation, 27% of them “more or less,” and 8% considered they did not free to talk during the class presentation. The answers they provided were favorable, taking into account that the classes lasted one and a half hours without a pause, which in some situations could have made them exhausted.



**Graph 25**

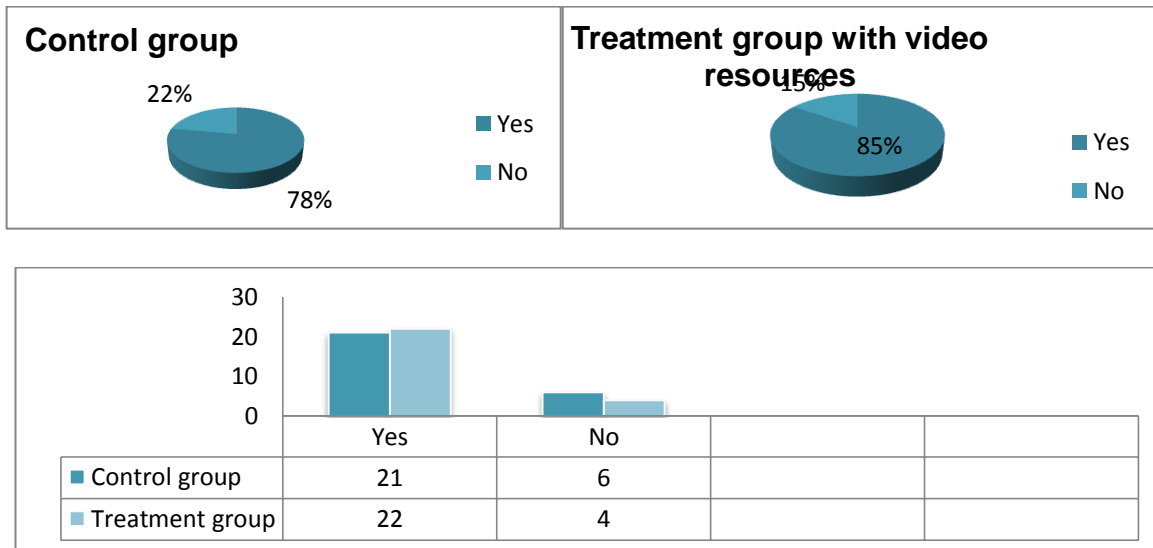
Question 4: (Control and Treatment groups). Were the vocabulary words and phrases used in class easy to understand?



The graphics and the table demonstrate that 59% of the students from the control group understood the vocabulary words and phrases used during the classes, 41% of them “more or less.” On the other hand, 71% of the students from the treatment group understood the vocabulary, 29% of them “more or less.” This information provided from the students, was an advantage because the researcher could analyze the knowledge that was recently learned. It is important to mention that students from the treatment group were exposed to video material, and new vocabulary words and phrases were learned by the students.

**Graph 26**

Question 5: (Control and Treatment groups). Do you think your speaking skills are improving? Please state why or why not.



The graphics and the table validate that the 78% of the students from the control group have improved their speaking skills, 22% of them “no.” On the other hand, 85% of the students from the treatment group have improved their speaking skills, 15% of them “no.” Some students specified their reasons as follows:

Yes, because I interact more with my partner.

Yes, because I learn more about how to use the tenses.

Yes, because I talk about my learning experiences.

Yes, because these classes help me to improve my speaking.

-No, because I do not like to talk about my personal experiences.

Based on the student’s answers and comments, it appears that classes either with the book “Open Mind 3” or with the video resources are considered beneficial for the speaking skills improvement.

#### 4.1.6 Interpretation and analysis of the 3<sup>rd</sup> period of classes of the control and treatment groups.

Following are the interpretation, analysis, and results to the survey of the 3<sup>rd</sup> class that was held on October 15th, 2014 from 8:30 am to 10:00 am (room 301) with the control group and from 10:30 am to 12:00pm (room 302) with the treatment group.

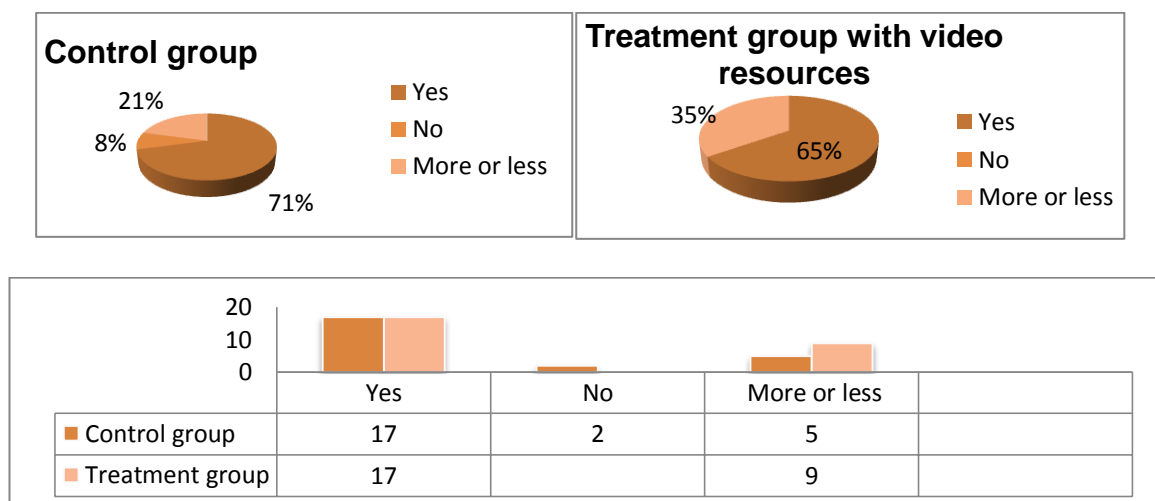
The questionnaires, video resources lesson plans, classroom activities, and worksheets are included to appendices (11-14). It is important to mention that some students did not respond to some questions, therefore, the results changed.

#### Graph 27

Question 1: (Control group). Was today's class about the "Intermediate Plateau" interesting?

Question 1: (Treatment group). Was today's video presentation

(<http://www.youtube.com/watch?v=yXwYmvEfRtA>) about the "Intermediate Plateau" interesting?

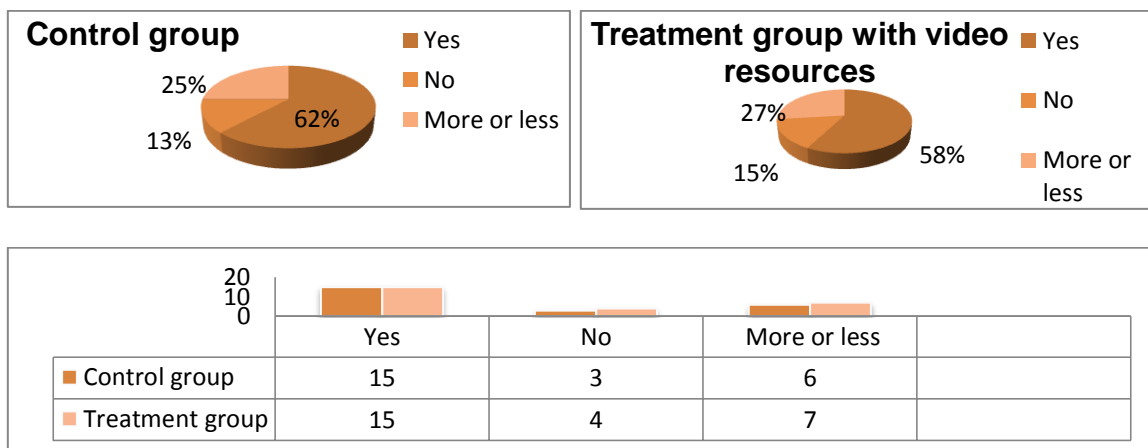


As can be seen in the graphics, most students from the control group (71%) found the class interesting, 21% answered "more or less," and 8% answered "no." On the other hand, most students from the treatment group (65%) found the class interesting, and 35% of them answered "more or less." These positive results

proved that this type of resource, the book “Open Mind 3,” is as effective as the video resources.

**Graph 28**

Question 2: (Control and Treatment groups). Do you feel you are in “The Intermediate Plateau”? Please state why or why not.

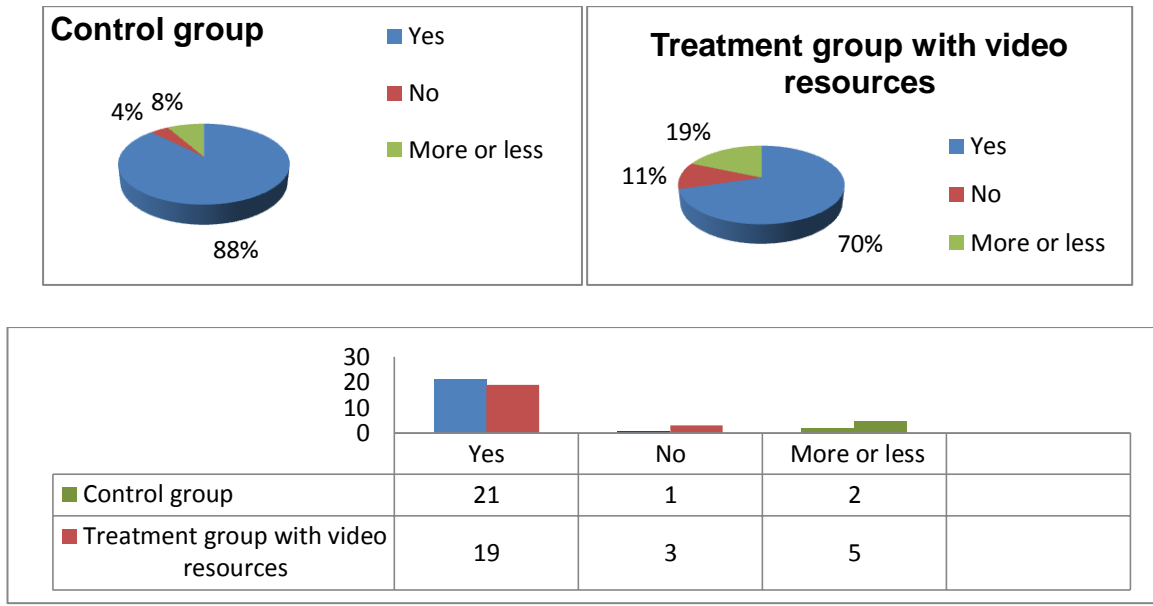


As can be seen, both groups, the control and the treatment groups, have the same average, 62% feel that they are in “The Intermediate Plateau” 25% of the students from the control group answered “more or less,” and 13% answered “no.” On the other hand, 27% of the students from the treatment group answered “more or less,” and 15% chose the option “no.” The responses the students gave to the question regarding the main characteristics of the learning process were given to the students in order to discern the attitude of the student in regards to surpassing “The Intermediate Plateau.” It is important to mention that all the students had a different point of view about “The Intermediate Plateau.” The reasons that students gave about “The Intermediate Plateau” are mentioned below:

- Because I feel I am not progressing at all.
- Because I do not push myself to reach the upper level.
- Because I feel fine at this stage.

**Graph 29**

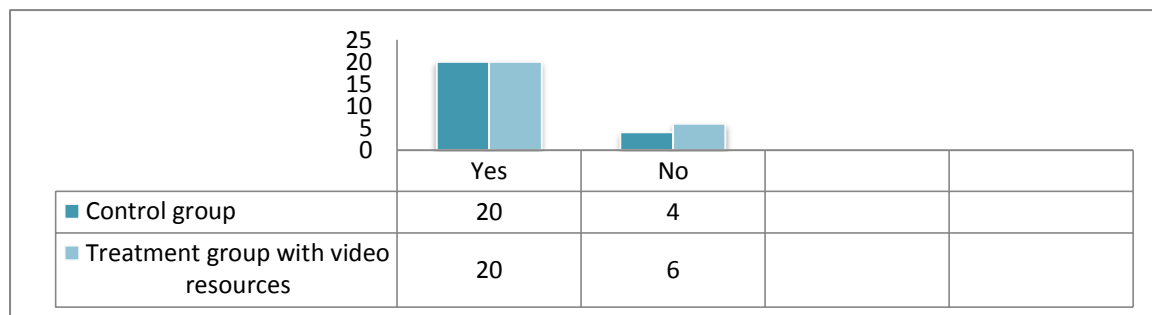
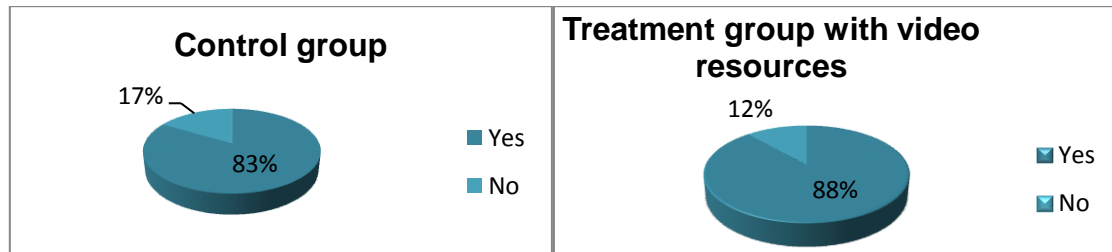
Question 3: (Control and treatment groups.) Do you think that leaning something new is better than to stay in a comfort zone?



The graphics and the table determine that 88% of the students from the control group think that learning something new is better than staying in the comfort zone (stay there without doing anything to ascend), 8% of them preferred “more or less”, and just 4% selected the option “no.” On the other hand, 70% of the students from the treatment group think that learning something new is better than staying in a “comfort zone,” 19% chose the option “more or less,” and just 11% chose the option “no.” The student’s responses and opinions regarding the classes were positive, taking into account that some students did not like to talk about their learning experiences at the beginning of the research.

**Graph 30**

Question 4: (Control and treatment groups). Should students push themselves to get progress in their speaking skills during the EFL classes? Please state why or why not.



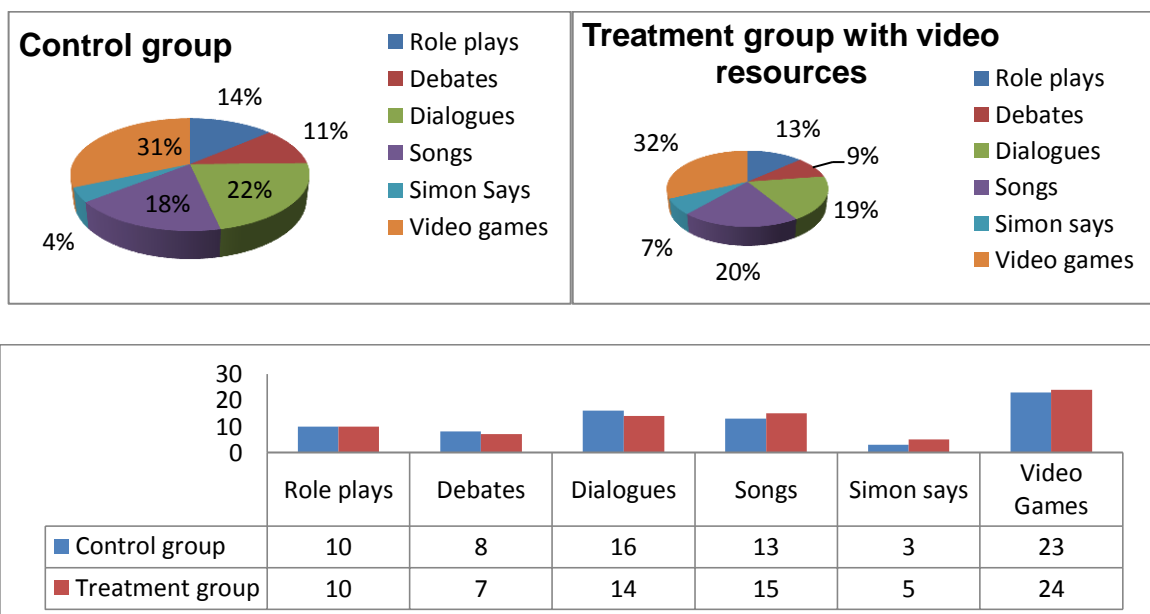
The graphics demonstrate that most students from the control group (83%) push themselves to achieve progress in their speaking skills during the EFL classes, 17% chose the option “no.” On the other hand 88% of the students from the treatment group chose the option “yes,” and 12% chose the option “no.” It is good to mention that students from the treatment group were exposed to the video material, and there is a measurable difference between the control group and treatment group scores. As can be seen, students have come to understand the importance of progressing with speaking skills during the EFL class. Some students detailed their reason as follows:

- I think students have to push themselves that is the only way to improve the speaking skills or anything that they want.
- Because it is very necessary to speak during the EFL classes.
- Because we learn from the mistakes, and we can measure ourselves.

- I think I need to practice, and I need to push myself.
- I need to get some progress.
- The mistakes make me advance, and get some progress.
- I consider that it is very important to get progress in my speaking skills.
- The best way to progress is by pushing ourselves

**Graph 31**

Question 5: (Control and treatment groups). Which type of activities should be taken into account to reach an advanced level during the learning process?



Graphic 31, demonstrates that most students from the control group preferred “video games” (31%) as part of the activities to be taken into account, to reach an advanced level during the learning process. Followed by the option “dialogues” (22%), the next option, “Songs” (18%), then, “Role Plays” (14%), afterwards, “Debates” (11%), and finally, “Simon Says” (4%). It is worth clarifying that some students selected more than one option that is why the results changed. The favorite activities of the students from the treatment group were, first, “Video Games” (32%), next, “Songs” (20%), then, “Dialogues” (19%), followed by “Role Plays”

(13%), afterwards, “Debates” (9%), finally “Simon Says” (7%). These results proved that different types of activities help students in one way or another to reach an advanced level during their learning process. For this reason, it is good that teachers take into account the student’s preferences, and to choose the correct activity related to the topic that is being taught during the classes.

#### 4.1.7 Interpretation and analysis of the 4<sup>th</sup> period of classes of the control and treatment groups.

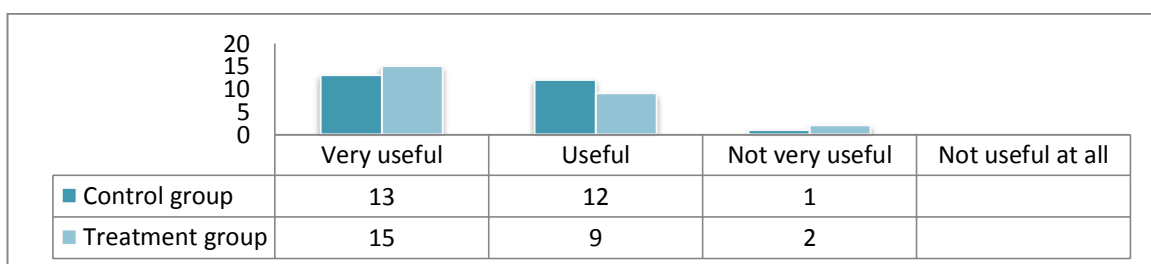
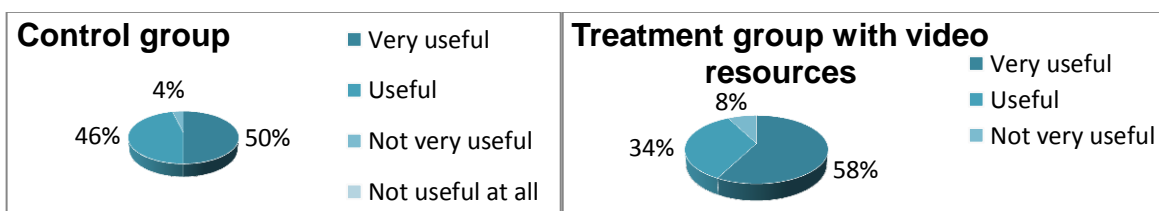
The following are the interpretation, analysis, and results of the 4<sup>th</sup> period of classes that was held on October 16<sup>th</sup>, 2014 from 8:30 am to 10:00 am (room 301) with the control group and from 10:30 am to 12:00pm (room 302) with the treatment group. The questionnaires, video resources, lesson plans, classroom activities, worksheets are included to appendices (15-18).

#### Graph 32

Question 1: (Control group) How can you describe today’s class about the present perfect progressive?

Question 1: (Treatment group)

How can you describe today’s class about the present perfect progressive with the video resources (<http://www.youtube.com/watch?v=FQwNoXq2wf8>)?





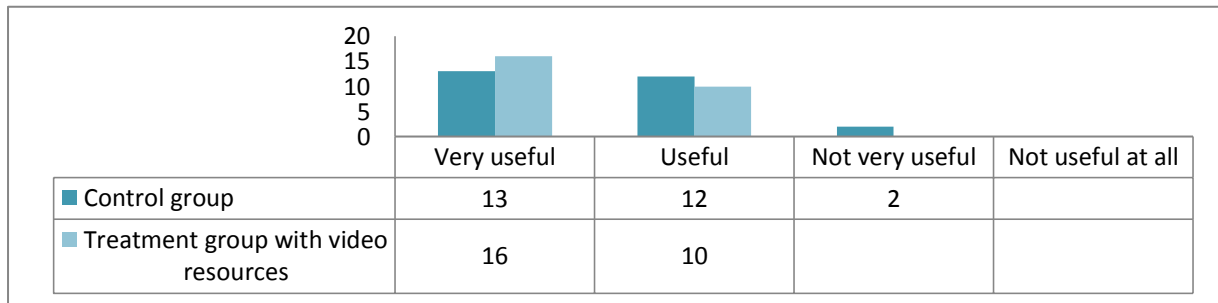
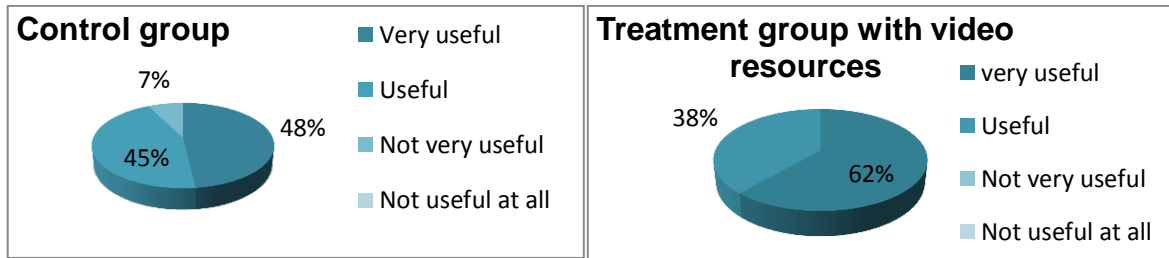


The graphics clearly show that most students both from the control group (50%) and from the treatment group (58%) found the class about the present perfect progressive “very useful.” The 46% the of students from the control group found the class “useful,” while 34% of students from the treatment group found the classes “useful,” and just 4% of the students from the control group found the classes “not very useful,” and 8% of the students from the treatment group found the class “not very useful.” The results were positive, and this was favorable for the researcher and for the students. Also, it confirmed that the book “Open Mind 3” and the video resources (<http://www.youtube.com/watch?v=FQwNoXq2wf8>) used during classes were suitable for the students.

### **Graph 33**

Question 2: (Control group). Were the classroom activities and the lesson related to the topics of the book “Open Mind 3” useful? (The uses of “in ages,” “recently,” “lately” with the present perfect progressive) Please state why.

Question 2: (Treatment group). Were the classroom activities and the video resources (<http://www.youtube.com/watch?v=FQwNoXq2wf8>) related to the topics of the book “Open Mind 3” useful? (The uses of “in ages,” “recently,” “lately” with the present perfect progressive) Please state why.



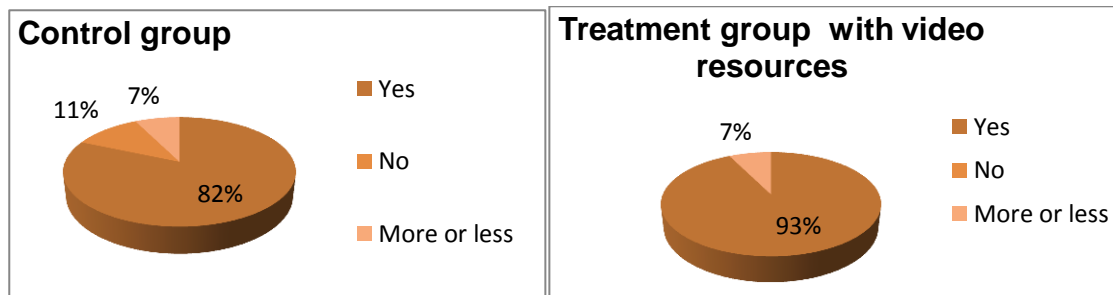
Graphic 33 shows that most students from the control group (48%) found the classroom activities and the lesson related to the topics of the book ‘Open Mind 3’ “very useful”, the 45% of the students chose the option “useful”, and just the 7% of them chose the option “not very useful.” On the other hand, most students from the treatment group (62%) found the classroom activities and the lesson related to the topics of the book “Open Mind 3,” “useful” (38%), no negative responses were received from the treatment group. Based on the responses, it seems that both the control and the treatment groups considered the classroom activities and the lesson positive to their learning process, and especially to their speaking skills. Some of the students stated their responses as follows:

- The activities are very easy to understand, and I am motivated to talk to my experiences in life.
- Videos make the lesson more interesting because I learn how to pronounce some words.
- I learned the time expressions in ages, recently, lately, during the video presentation.

- Because the dialogues and conversations are related to the topics of the book.
- Because I can understand the vocabulary when people talk about their own experiences
- Because I like to talk to my friend about my experiences, about what have I been doing?
- Because the video presents real life problems.

**Graph 34**

Question 3: (Control and treatment group). Do you think you can use the information given during the class in real life situations?



	Yes	No	More or less
Control group	22	3	2
Treatment group with video resources	24	0	2

The graphics show the positive answers of both the control group (82%) and the treatment group (93%). Using the information given in the lesson in real life situations, 11% of students from the control group chose the option “more or less,” followed by the option “no” (7%). On the other hand, just 7% of students from the treatment group chose the option “more or less.” These results reflect that most students from the control and the treatment groups considered it useful. None of the

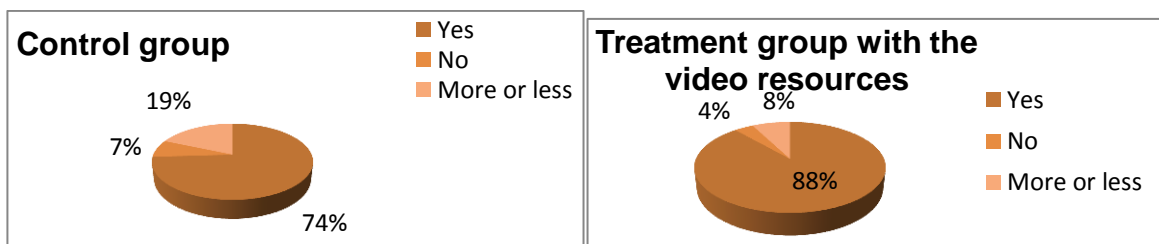
students considered it useless. This chart demonstrates that sources, the book “Open Mind 3” and the video sources are well received in EFL classes.

**Graph 35**

Question 4: (Control group). Did you like to act in the role play performing one of the characters presented in the conversation? Please state why or why not.

Question 4: (Treatment group).

Did you like to act in the role play performing one of the characters presented in the video (<http://www.youtube.com/watch?v=FQwNoXq2wf8>)? Please state why or why not.



	Yes	No	More or less
Control group	20	2	5
Treatment group with video resources	23	1	2

As can be seen in these graphics, most students from the control group (74%) did like to act in a role play, 19% of them chose the option “more or less,” and just 7% of them chose the option “no.” It is good to mention that some students felt a little bit reluctant to perform in the role play, but most of them enjoyed performing as a character from the dialogue or conversation. On the other hand, most students from the treatment group (88%) were positive about acting as a character, followed by 8%



of them who chose the option “more or less,” and just 4% of them chose the option “no.” These results convinced the researcher that the correct activity employed during the learning process encourages students to produce the target language. The students were motivated to talk and to perform as their characters. The students stated their answers as follows:

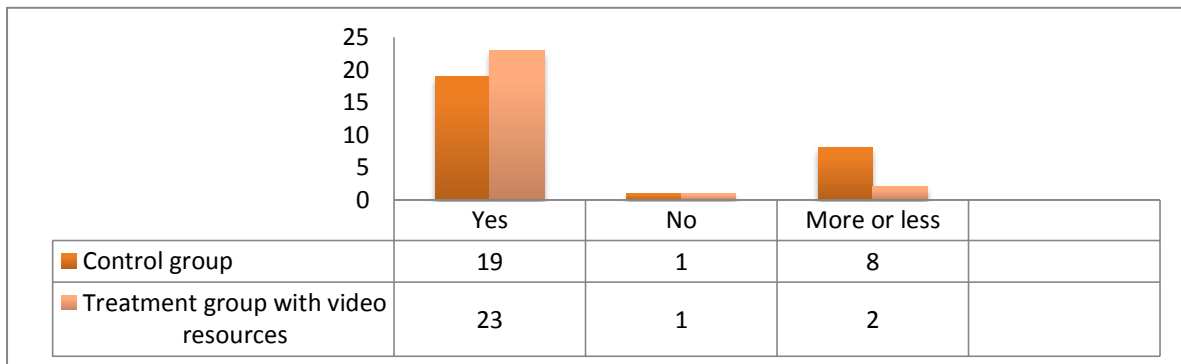
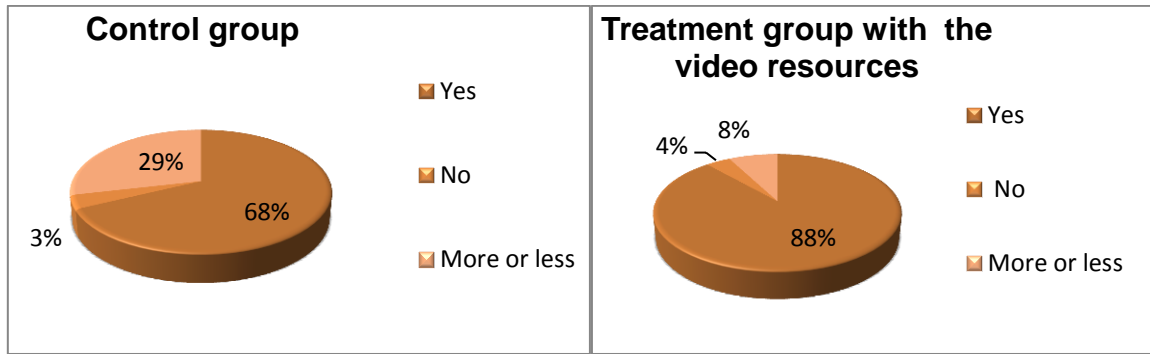
- Yes because I felt motivated to act.
- I like role plays because I can perform a character.
- I love the video conversation and I like to perform a character.
- I do not like role plays, they are boring.
- Because I think my speaking skills are improving by acting.

### **Graph 36**

Question 5: (Control group)

Do you think your speaking skills have improved during the class presentation and classroom activities? Please state why or why not.

Question 5: (Treatment group) Do you think your speaking skills have improved during these lessons and classroom activities presented with “ENGLISH TODAY” video resources? Please state why or why not.



The graphics validate that most students from the control group (68%) found that they have improved their speaking skill, followed by 29% who chose the option “more or less,” and finally, 3% of them chose the option “no.” On the other hand, most students from the treatment group (88%) found that their speaking skills have improve, followed by 8% of them who chose the option “more or less,” and, finally 4% who chose the option “no.” The results of this survey show that even though students from the control group were examined with the book “Open Mind 3, their results were positive. On the other hand, the treated group who was measured with both the book “Open Mind 3 and the video resources displayed positive results too with a difference of 20% to their favor. Students stated their responses as follows:

- Yes, because I like to talk about real things that happens in real life.
- Yes, because I can interact with my classmate in a better way.
- Yes, because I feel motivated when videos are presented in class.
- Yes, I have improved my speaking skills.



- Yes, I think I can express my feelings and my experiences in a better way.
- More or less, because the classes are too short.
- More or less, because I need to practice more.

#### **4.1.8 Interpretation and analysis of the Post-test**

The objective of the post-test was to determine to what extent the students retained enough knowledge while using "Open Mind 3" and the YouTube video resources "ENGLISH TODAY," "English Conversation," and "Learn English Speaking English Course" [English Subtitle] (<http://www.youtube.com/watch?v=FQwNoXq2wf8>) which were used during the four periods of classes with the control group and treatment group respectively. For this reason, the test set for them consisted of six multiple choices and yes/no questions. The questions were intended to measure the student's perceptions regarding the helpfulness of video resources in their educational lives.

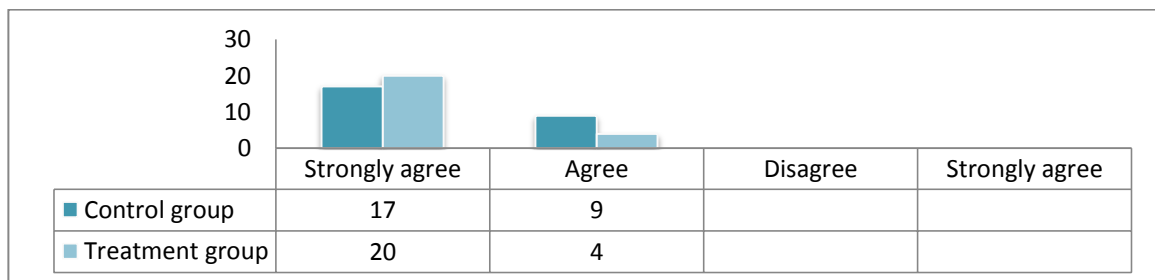
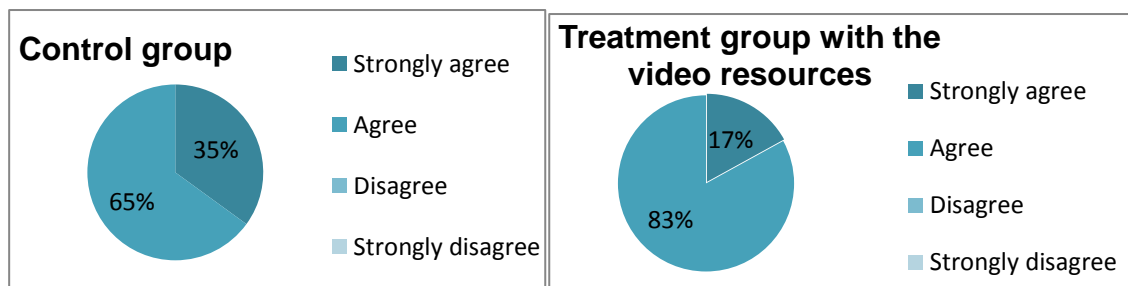
The researcher also asked if they would like their teachers use these resources, and if so, how frequently.

The following are the interpretation, analysis, and results to the survey of the post-test that was administered to the participants of this study held on October 20, 2014 from 8:30 am to 10:00 am (room 301) with the control group, and from 10:30 am to 12:00pm (room 302) with the treatment group. The questionnaires, activities and lesson plans are included to appendices 19 and 20 respectively. The following information is the post- test.

**Graph 37**

Question 1. (Control group). Do you think that the book "Open Mind 3" has helped you to improve your speaking skills in the EFL classes?

Question 1. (Treatment group). Do you think that 'ENGLISH TODAY,' "English Conversation and "Learn English Speaking English-English Course" [English Subtitle] (<http://www.youtube.com/watch?v=FQwNoXq2wf8>) have helped you to improve your speaking skills in the English Foreign Language classes.



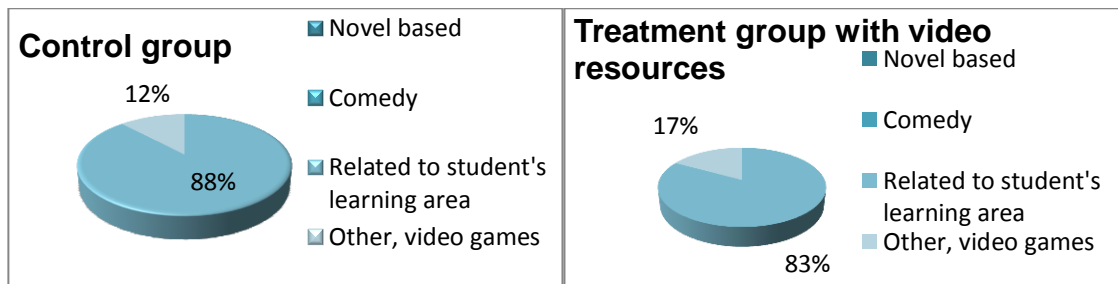
The graphics demonstrate that the 65% of the students from the control group “agree” that the book “Open Mind 3” has helped students to improve their speaking skills, 35% of them “strongly agree.” This means that the participants of the first group were actively involved during the class activities and the different topics discussed in class. On the other hand, 83% of students from the treatment group “agreed” and 17% “strongly agree” that they have improved their speaking skills by using the video resources “ENGLISH TODAY,” “English Conversation,” and “Learn English Speaking English Course” [English Subtitle]



(<http://www.youtube.com/watch?v=FQwNoXq2wf8>). This means that although a significant percentage of students from the control group improved their speaking skills, the treatment group had more possibilities to talk about and discuss the different topics studied during the four periods of classes. Because they were able to associate different events, conversations and discussions performed in different situations, environments and contexts, no negative answers were received.

**Graph 38**

Question 2: (Control and treatment groups) what type of material has your teacher used in the English class?



	Novel based	Comedy	Related to student's learning area	Other, Video games
Control group	0	0	20	4
Treatment group	0	0	20	6

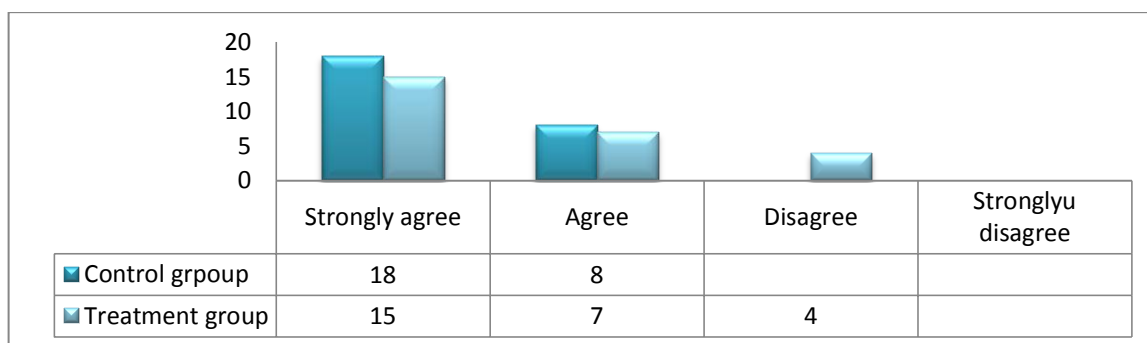
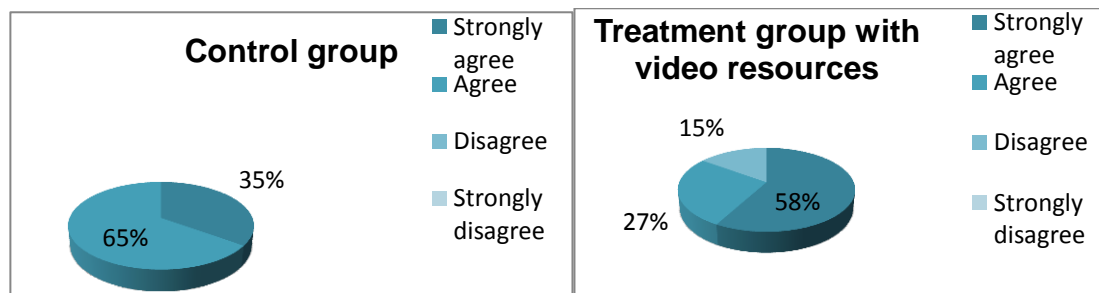
As can be seen in the graphics, the 88% of students from the control group have received classes with material related to the student's learning area, 12% have used video, and games. On the other hand, 83% of students from the treatment group have used material related to the student's learning area, and 17% of them have used videos and games. It is important to point out that both the control and the

treatment group, were exposed to the appropriate material related to the topics studied in the Third Level classes.

**Graph 39**

Question 3: (Control group). Do you think “conversations” given in the book “Open Mind 3” had a beneficial effect on learning English?

Question 3: (Treatment group). Do you think watching video resources “ENGLISH TODAY,” “English Conversation,” and “Learn English Speaking English Course” [English Subtitle] (<http://www.youtube.com/watch?v=FQwNoXq2wf8>) had a beneficial effect on learning English?

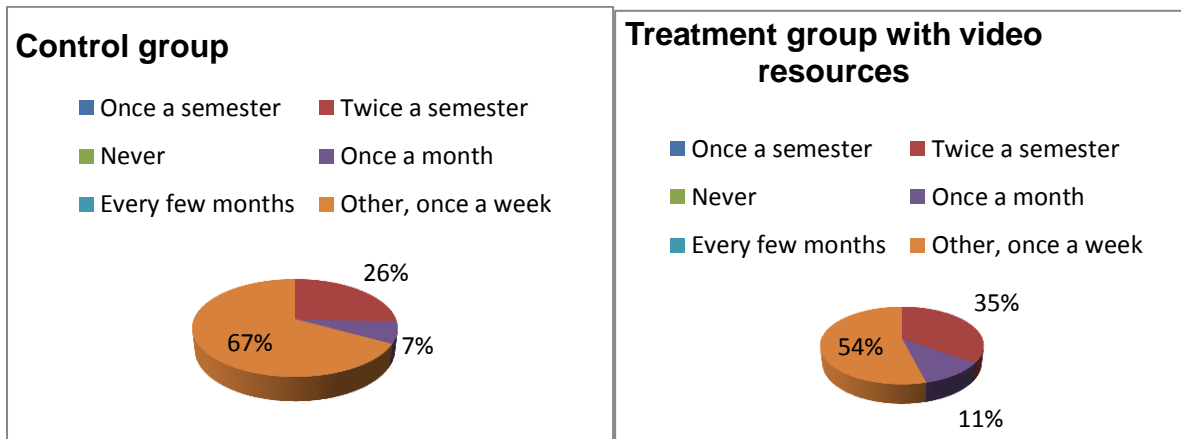


These graphics are associated with the resources utilized during the analysis which were exposed to the participants during the four periods of classes. The effective results of both, the control and the treatment group, prove that 35% of the students from the control group “strongly agree” that the conversations given in the book “Open Mind 3” had a beneficial effect in the learning process, and 65% of

them “agree.” On the other hand, 58% of the students from the treatment group “strongly agree,” 27% “agree,” and just 15% of them “disagreed.”

**Graph 40**

Question 4. (Control and Treatment groups). From your point of view, how often should videos be included in the EFL speaking classes?



	Once a semester	Twice a semester	Once a month	Never	Every few months	Other, once a week
Control group	0	7	2	0	0	18
treatment group	0	9	3	0	0	14

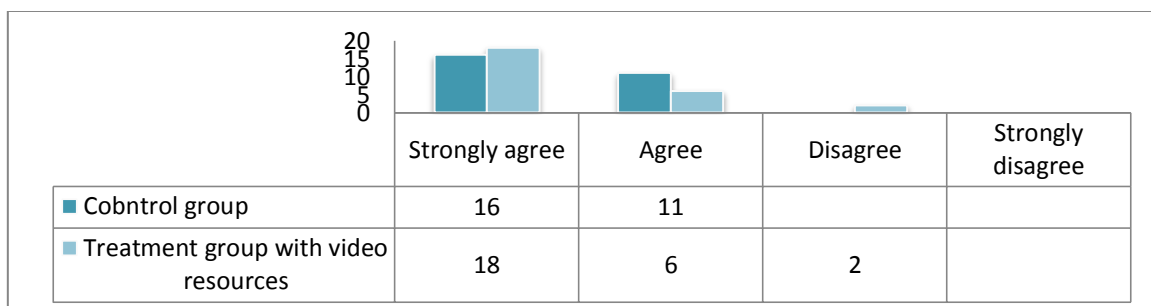
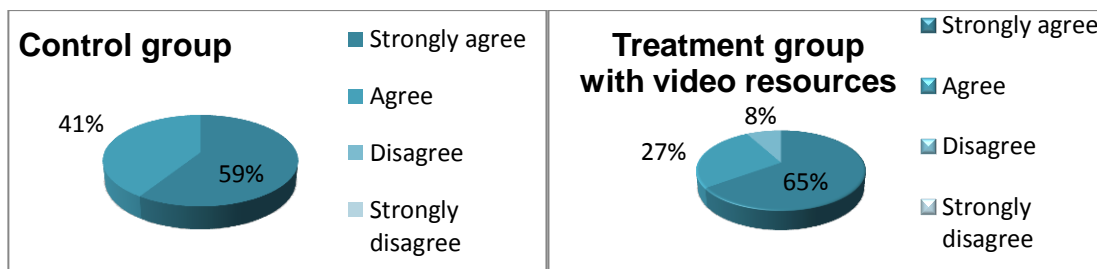
The graphics above show that most students from the control group (67%) and from the treatment group (54%) agree that the frequency of using videos should be presented “once a week.” Twenty six percent of the control group agreed that videos should be used “twice a semester,” along with 9 % of the treatment group. Next, 7% of the control group and 11% of the treatment group stated that “once a month” videos should be used in the classroom. Finally “once a semester” was not considered sufficient for the control group and treatment groups, as well as, “never” and “every few months.” As can be seen, both groups have a high interest in the

video materials. It can be said that the treatment group who was measured with video resources improved their speaking skills because they were actively involved in the video presentations which were presented within a real situation and context. It does not mean that the students from the control group did not improve their speaking skills. The researcher could observe that they tried to expose their own ideas discussing and expressing their points of view using the vocabulary and phrases learned during the learning process.

**Graph 41**

Question 5: (Control group). Do you think that the book “Open Mind 3” must include videos with English captions (subtitles)? Please state why or why not.

Question 5: (Treatment group). Do you think that videos must include English captions (subtitles)? Please state why or why not



Focusing on the control group, we can see that most students, 59% of them, “strongly agree” with including videos with English captions as a complement to the book “Open Mind 3” and 41% “agree.” No negative answers were received. On the other hand, most students from the treatment group, 65%, “strongly agree,” 27%”



agree,” and just 8% of them “disagreed.” It is important to point out that most conversations presented with the video resources were with English captions, providing a more controlled vocabulary to the students. Students were more prepared for intensive practice of the target language, generating new phrases and vocabulary for more efficient language learning. They stated their answers as follows:

-I like the English captions because they help me to understand the conversations better.

- English captions are the best, I love them.

-I learn more when English captions are included in video presentations.

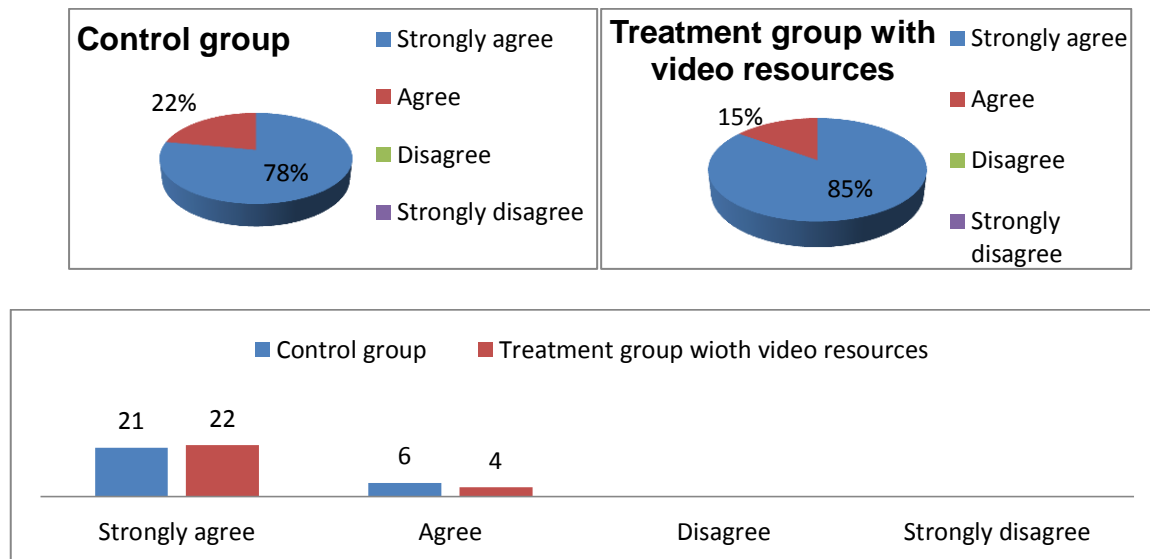
-English captions help me to write the words correctly.

-English captions are the best thing to practice my English.

-I do not like English captions because I don't like to read and watch at the same time.

**Graph 42**

Question 6: (Treatment group) Do you think you will be able to use the information received from the video resources “ENGLISH TODAY,” “English Conversation,” and “Learn English Speaking English Course” [English Subtitle] (<http://www.youtube.com/watch?v=FQwNoXq2wf8>).



After students were exposed to the different resources, and presented positive results, 78% of the control group “strongly agree” that they will be able to use the information received from the book “Open Mind 3” in different situations and contexts, 22% of them “agree.” On the other hand, 85% of students from the treatment group “strongly agree,” and 13% “agree.” There is just a little difference between the two groups, which means that the effect of being exposed either to the book material or to the video material created an atmosphere where students feel the necessity to communicate their thoughts within an authentic situation, context, and environment. This verifies the importance of including video material in the EFL classes.



## Chapter V: Conclusions and Recommendations

### 5.1 Conclusions

First of all, the aim of the research was to see to what extent the use of videos in the EFL classes promotes the speaking skills of students from the Third Level of the Language Department at the University of Cuenca. The lessons, activities, and video materials used during the research were based on the topics related to the course. Once the classes have finished, some conclusions and recommendations are given in this project. This study has confirmed that using the video resources “ENGLISH TODAY,” “English Conversation,” and “Learn English Speaking English Course” [English Subtitle] (<http://www.youtube.com/watch?v=FQwNoXq2wf8>) during the EFL classes, covered the basic elements of the communicative approach. Both groups, the control group and the treatment group, were present during the four periods of classes. The researcher applied different lessons and classroom activities accompanied by the videos resources which were related to the topics in the book, “Open Mind 3.” At the end of each class, the students from the control group and from the treatment group had to fill out a survey with five questions in order to evaluate and analyze the development of the students during the project. The lessons and classroom activities were prepared to promote knowledge and understanding of the topics studied in the Third Level Language Department of the University of Cuenca.

It is important to mention that most students were motivated to achieve their tasks due to diverse reasons, such as the student’s attitude and their understanding of the use of video resources. It is important to mention that the surveys, the pre-tests, and the post –tests that were given to the students revealed that they would



like for their teachers to employ video resources in classes to improve their speaking skills. The video resources presented during the classes offered the students a different type of language learning. The complete exposure to captioned (subtitled) videos facilitated the student's comprehension helping them to overcome some difficulties that they had while learning the target language. Some videos which did not include captions, challenged the students to achieve their language since they were forced to guess what was going on in the conversation, it happened when students were exposed to the book "Open Mind 3." They were challenged to listen for comprehension practice, even if the comprehension was limited to advanced students. Thus, the researcher used different activities and well-designed video material to increase the student's participation.

After completing the study, the researcher remarked that using videos in the EFL classes helped students improve their speaking skills. Also, videos allowed students to focus on the implication of using reliable and authentic material in different situations, environments and contexts which were meaningful for them during their EFL classes. At the same time, watching videos in the EFL classroom, allowed the researcher to expose language learners to authentic cultural information. Thus, students improved their speaking skills by interacting in different conversations and discussions. Finally, video materials used in the EFL classrooms demonstrated an important method to be used in teaching English language because it stimulated and simplified the student's speaking skills, and enhanced their learning improvement.





## 5.2 Recommendations

This investigation has demonstrated the positive results of using video resources in English Language Teaching (ELT). However, it is important to take into account that most of the video materials showed on You Tube have to be previously examined and prudently supervised before being presented to the students. Therefore, the researcher highly recommend teachers the use of YouTube video resources “ENGLISH TODAY,” “English Conversation,” and “Learn English Speaking English Course” [English Subtitle] (<http://www.youtube.com/watch?v=FQwNoXq2wf8>) during their EFL classes to teach their students. Indeed, teachers will need to create the suitable environment when applying video resources in order to allow t students to overcome certain difficulties during their learning development and definitely, during their speaking lessons. In addition, it is important to include a well-organized lesson plan which will help students to consider all the aspects of the course of study which includes planning, practice, and production of the target language. Consequently, students learn the different social systems of the language, and in effect the student’s language production occurs.

Finally, it is necessary to take into account that not all students learn in the same way. Students acquire language from different teaching procedures; therefore, teachers must be conscious of this situation and try to choose the correct tool to enhance a student’s learning. Thus, teachers are challenged to work very hard distinguishing a student’s abilities, and indeed preparing the appropriate material for each EFL class.



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## APPENDICES

### Appendix 1: Survey for teachers

English Department of the University of Cuenca

Third Level Course Evaluation

Survey for teachers

Date: 6-10-2014

Please fill the following questionnaire carefully and properly. Your thoughts and opinions are very important to me. The results of this survey will not affect your interests. Please do not write your name on the survey. This investigation is merely for study resolutions. All statistics will be collected and will not be used to assess you, or your class.

Male  Female Age\_\_\_\_\_

#### 1. Have you received training at some point in some of the following?

Media Education  Films in teaching  Drama education  others

---

#### 2. Should videos be used in the EFL classroom?

Strongly Agree  Agree  Disagree  Strongly Disagree

#### 3. What types of videos have you used as teaching material in English class?

Films related to audio-visual material  Videos related to the teaching area

Musical video (YouTube)  Others

---

#### 4. How often have you used video clips in your classroom?

Once a semester  Twice a semester  Never  
 Once a month  Every few months  Other

---

#### 5. I think it's very hard to find suitable videos for ESL

Strongly Agree  Agree  Disagree  Strongly Disagree

#### 6. It is very difficult to incorporate videos into curriculum.



Strongly Agree     Agree     Disagree     Strongly Disagree

**7. I think videos are a useful resource for oral English language teaching.**

Strongly Agree     Agree     Disagree     Strongly Disagree

**8. I've been using video in English class oral language skills teaching assignments in the following:**

- General debate on the video theme
- Group Discussion/debate
- Drama task (for example, students play the video scene again)
- Other, what? \_\_\_\_\_



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## Appendix 2: Pre-test for students

English Department of the University of Cuenca

Third Level Course Evaluation

Pre-Test for students

Date: 8-10-2014

Please fill in the following questionnaire carefully and properly. Your thoughts and opinions are very important to me. The results of this survey will not affect your score. Please do not write your name on the survey. This investigation is merely for study resolutions. All statistics will be collected and will not be used to assess you, your class, or your professor.

Male

Female

Age\_\_\_\_\_

**Question 1: (Control and Treatment groups) Have you used videos before?**

Yes

No

**Question 2: (Control and Treatment groups) How often do you use videos in class?**

Sometimes

Often

Very often

Always

Never

**Question 3: (Control and Treatment groups) When you use videos on your own, what do you usually use it for? (You may choose more than one answer)**

Entertainment

Education

Studying English

Other

(Please specify)

---

**Question 4: (Control and Treatment groups). The models of good videos are helpful in you speaking development.**

Strongly agree

agree

disagree

strongly disagree

**Question 5: (Control and Treatment groups). Using video materials make speaking classes more interesting?**



strongly agree    agree    disagree    strongly disagree

**Question 6: (Control and Treatment groups). The video material used was relevant to what was studied in class? Please state why or why not.**

strongly agree    agree    disagree    strongly disagree

---

**Question 7: (Control and Treatment groups). Using video material has been beneficial to improving your speaking skills? Please state why or why not.**

Yes    No

---

**Question 8: (Control and Treatment groups). Have you ever felt motivated to use videos by yourself to study English outside your class? Please state why or why not.**

Yes    No

---



### Appendix 3: Questionnaire 1

First period of classes

Control group

Date: 13-10-2014

English Language Department Third Level Course Evaluation

Please fill in the following questionnaire carefully and properly. Your thoughts and opinions are very important to me. The results of this survey will not affect your score. Please do not write your name on the survey. This investigation is merely for study resolutions. All statistics will be collected and will not be used to assess you, your class, or your professor.

Male

Female

Age\_\_\_\_\_

**1: Do you think you will use the information received today about the milestones in real life situations?** Yes  No  Maybe

**2. Was today's classes interesting?**

Very interesting  Interesting  Not very interesting  Not interesting at all

**3. Were the classroom activities and the lesson related to the topics of the book "Open Mind 3" (The present perfect) useful?**

Very useful  Useful  Not very useful  Not useful at all

**4: Did you understand the dialogues, stories, and activities used in class?**

Very easy  Easy  Not easy  Not easy at all

**5. During the class presentation, did you feel free to talk about your own learning experiences with your partners?**

Yes  No  More or less





## Appendix 4: Lesson plan and classroom activities

### “Live and Learn” (milestones)

#### Control group

**Teacher:** Rosita Torres

**Date:** 13-10-2014

**Situation:** Talking about milestones. (Live and learn)

**Function:** The use of the present perfect (Have you ever), and the stative verbs (do, make, take)

**Materials:** photographs, reading passage, worksheet activities, markers, whiteboard, eraser, book “Open Mind 3” Unit 1.

**Skill:** Speaking

**Level:** Intermediate

**Time:** 45 minutes each lesson

**Aim:** By the end of the class, students will be able to talk about life experiences, learning experiences, asking for more information, discussing action plans.

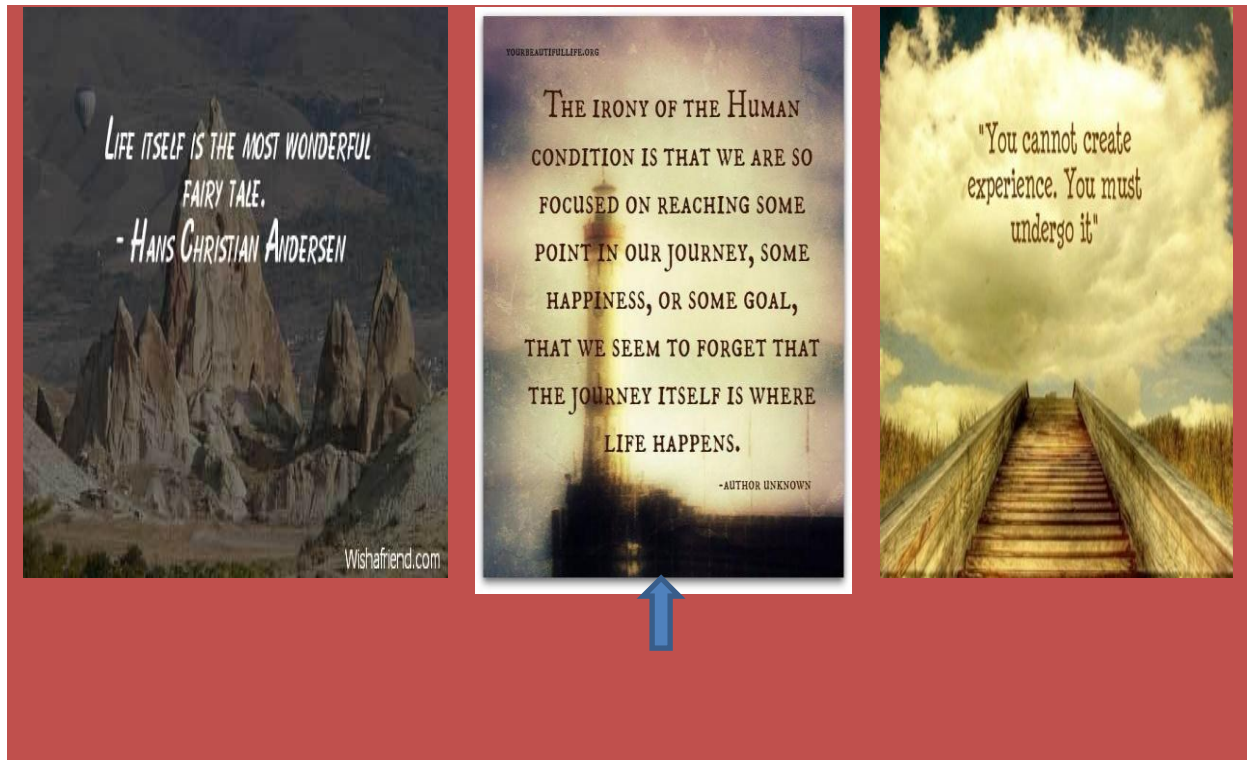
#### **Warm up “Categories”**

For this game, one person thinks of a category, such as the “TIME.” In a circle, everyone must take turn thinking about time. If someone takes too long to give an answer (the leader should count to five) then that person is out and a new category begins. If someone gives an answer that doesn't make sense or is incorrect, he/she is also out of the game. For example, if the category is Dreams and someone says “BANANA” that person is out. The game continues until only one person is left.

## Presentation /Introduction:

### Live and learn

The teacher presents some pictures of different roads and sights and every picture shows different representations about life.



The teacher chooses one of them and explains to the students why she has chosen that picture.

Now, the teacher asks students to choose one of those pictures and start asking questions about it. For example:

Have you ever thought that life is the most wonderful fairy tale?

Have you ever done something wrong?

Have you ever made the wrong decision?



**Vocabulary:**

The use of stative verbs (do, make, take) with the Present Perfect, Personal goals, etc. The teacher explains the uses of DO, TAKE, AND MAKE.

**Activity 1**

**Instructions:**

The teacher asks students to write each phrase in the correct column on the table

<b>Time off from school or work</b>	<b>a very important exam</b>
<b>a donation to a charity</b>	<b>an extreme sport</b>
<b>a big mistake</b>	<b>volunteer work</b>

**Worksheet 1**

<b>TAKE</b>	<b>MAKE</b>	<b>DO</b>
an important step in your life.	a video.	something artistic.
a very important exam.	a big mistake	volunteer work
time off from school or work.	a very important exam	an extreme sport

Now, the teacher asks the students to work in pairs and find out which things the partner has done.\

A. Have you ever taken a very important step in your life?



B. Yes, I have, I got married.

A. How long have you been married?

B. I have been married for two months.

### Prelisting

#### Guide Questions:

Have you ever thought about what to do before you are 30?

Have you ever gone to an awesome party?

Have you ever broken a bone?

### Activity 2

#### Instructions:

The teacher tells students to listen to a conversation and complete the task by checking the things Tony has done. Students listen to the conversation and complete the table with the corresponding verbs.

### Worksheet 2

TEN THINGS TO DO BEFORE YOU'RE 30	
1. Take a really cool trip	6. Do something physically
2. Do something artistic	7. Go backpacking
3. Have an awesome	8. Do volunteer work
4. Have an unusual job.	9. Date someone who isn't your "type"
5. Do something extremely romantic	10. Go to an amazing concert

---

## Post-listening

Now, the teacher asks them to check their answers in pairs. Then, the teacher checks the correct answers with the students. After that, the teacher plays the conversation again and the teacher asks students to compare their answers with a partner. Students say the sentences aloud and compare their answers with the teacher. The teacher writes the correct answers on the board.

## Practicing:

### Instructions:

The teacher shows the students some pictures and repeats a cue word (Have you ever done) three times at the beginning of the practice.

### Have you ever done something productive?



The teacher states a sentence three times using the word being performed in the picture. Example:

I have done something productive every day.

After that, all students of the class repeat the sentence.

The teacher points out a student, and she/he has to repeat the sentence. The teacher gives feedback and repeats the sentence. The teacher gives students another cue word, (I haven't done) so students have to say a sentence using the cue word.

At this stage, the teacher shows some pictures about things that people have done, made or taken during their lives.



Now, the teacher asks students to write their own sentences about their learning experiences.

**Production:**

**Instructions:**

The teacher starts asking some questions to the students, in order to get concepts about the topic. The teacher asks students to work in pairs asking for some information from their classmates. The teacher gives them a worksheet to be filled out by the students with the information that students get from their peers.

**Activity 3**

**Objective:**

This activity will help students to set up a dialogue about certain experiences, memories, senses, emotions, and events they have experienced during their lives. At the end of the class, the students will be able to talk about their life experiences, and discuss their classmate's answers, and the action plans that they took to overcome certain difficulties while having their learning experiences. After that, the teacher asks students to go to the front of the class and talk about their partner's answers.



### Worksheet 3

#### Find someone who

Have you ever been abroad?	
Have you ever taken some courses?	
Have you ever felt alone?	
Have you ever had an argument with a professor?	
Have you ever made a bad decision?	
Have you ever regretted something you did wrong?	
Have you ever expressed your thoughts?	
Have you ever failed an exam?	
Have you ever been confused?	
Have you ever convinced someone else to do something he/she doesn't want?	



### Appendix 5: Questionnaire 1

First period of classes

Date: 13-10-2014

Treatment group

English Language Department Third Level Course Evaluation

Please fill in the following questionnaire carefully and properly. Your thoughts and opinions are very important to me. The results of this survey will not affect your score. Please do not write your name on the survey. This investigation is merely for study resolutions. All statistics will be collected and will not be used to assess you, your class, or your professor.

Male

Female

Age\_\_\_\_\_

**1. Do you think you will use the information received today from the video source “ENGLISH TODAY,” “English Conversation,” and “Learn English Speaking-English Course” [English Subtitle]**

**(<http://www.youtube.com/watch?v=FQwNoXq2wf8>) about the milestones in real life situations?**

Yes  No  Maybe

**2. Was today’s classes interesting?**

Very interesting  Interesting  Not very interesting

Not interesting at all

**3. Were the classroom activities, and the “ENGLISH TODAY,” “English Conversation,” and “Learn English Speaking-English Course”[English Subtitle]**

**(<http://www.youtube.com/watch?v=FQwNoXq2wf8>) video (related to the topics of the book “Open Mind 3”) about the present perfect useful?**

Very useful  Useful  Not very useful  Not useful at all





**4. Did you understand the dialogues, stories, and activities used in class with the video resources “ENGLISH TODAY,” “English Conversation,” and “Learn English Speaking-English Course” [English Subtitle]**

**(<http://www.youtube.com/watch?v=FQwNoXq2wf8>)?**

Yes

No

More or less

**5. During the video presentation, did you feel free to talk about your own learning experiences with your partners?**

Yes

No

More or less



## Appendix 6: Lesson plan and classroom activities

### Video about “Live and Learn” (milestones)

#### Treatment group

**Teacher:** Catalina Jaramillo

**Date:** 13-10-2014

**Situation:** Talking about milestones. (Live and learn)

**Function:** The use of the present perfect (Have you ever), and the stative verbs (do, make, take)

**Materials:** Video material produced for education, social and cultural relations “ENGLISH TODAY,” “English Conversation,” and “Learn English Speaking-English Course” [English Subtitle] (<http://www.youtube.com/watch?v=FQwNoXq2wf8>), projector, photographs, reading passage, activities, worksheets, markers, whiteboard, eraser, book “Open Mind 3” Unit 1.

**Skill:** Speaking

**Level:** Intermediate

**Time:** 90 minutes

**Aim:** By the end of the class, students will be able to talk about life experiences, learning experiences, asking for more information, and discussing action plans.

#### **Warm up “Categories”**

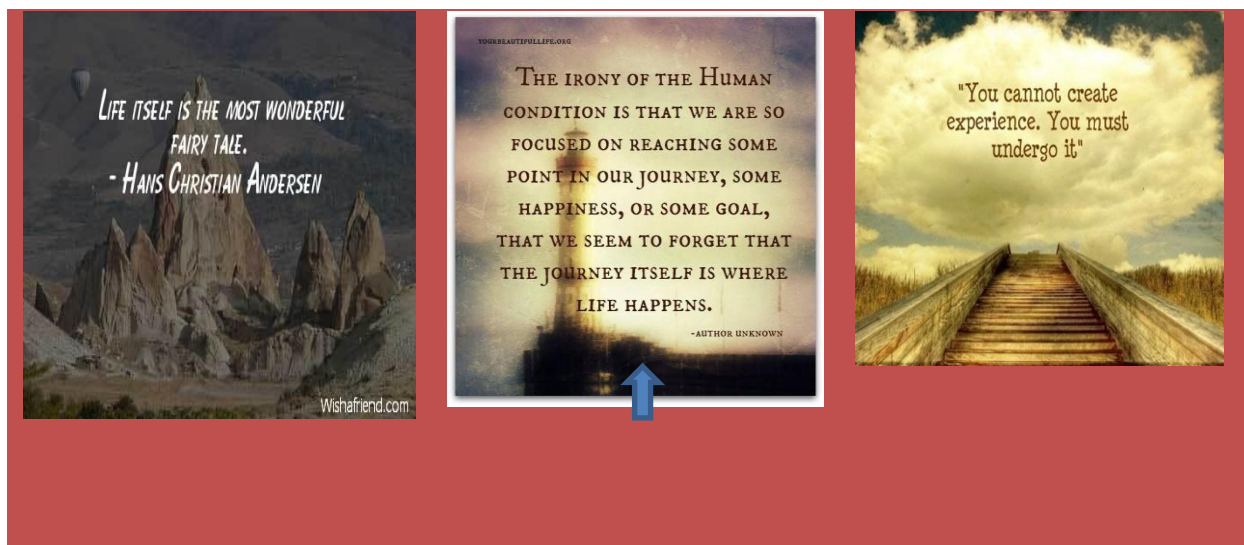
For this game, one person thinks of a category, such as the “TIME.” In a circle, everyone must take turn thinking about time. If someone takes too long to give an answer (the leader should count to five) then that person is out and a new category begins. If someone gives an answer that doesn't make sense or is incorrect, he/she is also out of the game. For example, if the category is Dreams and someone says “BANANA” that person is out. The game continues until only one person is left. This

activity helps students to set up a dialogue about certain experiences, memories, senses, food, emotions, and events that they have experienced during life.

### **Presentation /Introduction:**

#### **Live and learn**

The teacher presents some pictures of different roads and sights and every picture shows different representations about life.



The teacher chooses one of them and explains to the students why she has chosen that picture.

Now, the teacher asks students to choose one of those pictures and start asking questions about it. For example:

Have you ever thought that life is the most wonderful fairy tale?

Have you ever done something wrong?

Have you ever made the wrong decision?



**Vocabulary:**

The use of stative verbs (do, make, take) with the Present Perfect, personal goals, etc. The teacher explains the uses of DO, TAKE, AND MAKE.

**Activity 1:**

**Instructions:**

The teacher asks students to write each phrase in the correct column on the table.

**Worksheet 1**

<b>Time off from school or work</b>	<b>a very important exam</b>
<b>a donation to a charity</b>	<b>an extreme sport</b>
<b>a big mistake</b>	<b>volunteer work</b>

**Worksheet 1**

<b>TAKE</b>	<b>MAKE</b>	<b>DO</b>
an important step in your life.	a video.	something artistic.
a very important exam.	a big mistake	volunteer work
time off from school or work.	a very important exam	an extreme sport

Now, the teacher asks the students to work in pairs and talk about things they have done according to the sample of the grid. Example:

A. Have you ever made a very important decision in your life?

B. Yes, I have, I got married.

A. How long have you been married?



B. I have been married for two years.

Now, the teacher tell students that they are going to watch a video, but before that, the teacher starts asking them some questions related to learning experiences.

**Guide questions:**

Have you ever thought about what to do with your life before you are 30?

Have you ever been abroad?

Have you ever taken any course?

Have you ever fallen in love with someone your parents do not like?

Have you ever cried because something bad happened to you?

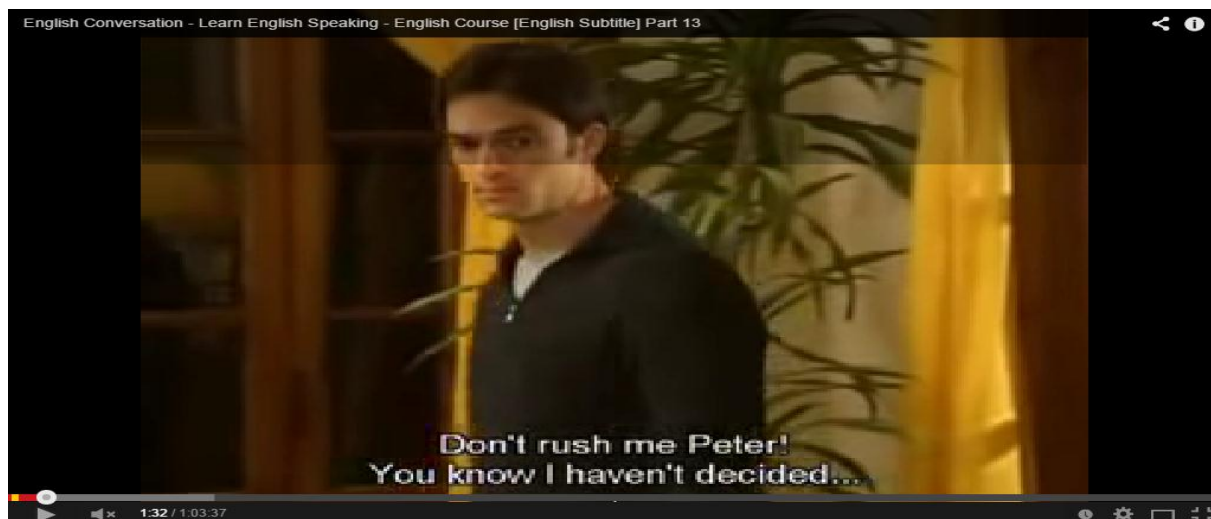
**Previewing/ Instructions:**

- The teacher explains to the students that they are going to watch a video related to learning experiences, events, and decisions that some people have made throughout their lives. Then, the teacher clarifies that they will be asked to give some information about the video presentation, and prepares them to do it successfully.

**Presentation:**

**First viewing**

-The teacher plays the first part of the video.



## Activity 2

### Instructions:

The teacher stops playing the video and asks their students to fill in the sheet with the correct information from the first part of the video presentation. Then, the students compare their answers and teacher let them to discuss about them.

### Worksheet 2

1. Who is Peter?

Peter is Sharon's boyfriend

2. Who is Sharon?

Sharon is Peter's girlfriend.

3. Who has Peter called?

Peter has called to the real state.

4. Has Sharon decided to go to Japan?

Sharon hasn't decided to go to Japan.

5. Have Sharon and Peter talked about to move to Japan a lot of times?

Yes, they have talked about to move to Japan many times.

6. Has Sharon had many experiences during her life?

Yes, she has had many experiences during her life. She has been to London.

### Second viewing

Now, the teacher elicits some answers from the students and asks them to try to guess what is going to happen next. The students try to deduce and discuss about it with their partners. The teacher let them to discuss.

At this stage, the teacher plays the video again and enables them to familiarize themselves with the situation, context, and environment, and create the opportunity for student responses.



### Activity 3

#### Instructions:

The teacher stops the video again and asks their students to fill in the sheet with the correct information from the second part of the video. Then, the students compare their answers and teacher let them to give their opinions about it.

### Worksheet 3

1. Who has listened the conversation between Sharon and Peter?

Jack has listened to the conversation.

2. What has Jack said about making decisions?



Jack has said that decisions are hard to make.

3. Has Sharon worked doing different things?

Yes, she has worked as a baby-sitter, as a tour guide, and as a waitress.

4. Has she enjoyed working as a baby-sitter, as a tour guide, and as a waitress?

5. Has Jack convinced Sharon to go to Japan?

No, he hasn't convinced Sharon to go to Japan; he wants Sharon to stay there.

**Practice:**

**Exploitation:**

This time the last part of the video is viewed intensively to exploit the language for its vocabulary, functions, pronunciation, structure and intonation.

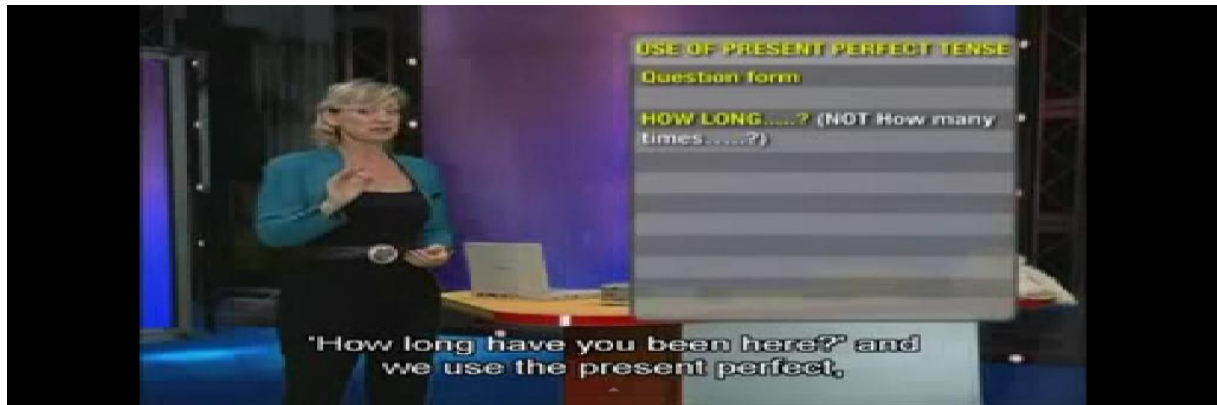
Now, the teacher asks students to work in pairs and everyone has to talk about the people who are involved in the video presentation. Then, the teacher asks them to describe the setting and the kinds of people involved in the video presentation.

**Reinforce:**

**Third viewing**

The teacher plays the complete video again to reinforce what they have learned in terms of vocabulary, structures, and the general understanding related to events and learning experiences.





## Production/Follow up

### Activity 4

#### Instructions:

The teacher asks questions to their students, in order to get concepts about the video presentation. The teacher asks students to work in pairs asking for some information from their classmates. The teacher gives them a worksheet to be filled out by the students with the information that students get from their peers.

**Objective:** This activity will help students to set up a dialogue about certain experiences, memories, senses, emotions, and events that they have experienced during life. At the end of the class, the students will be able to talk about their life experiences, discuss their classmate's reactions, and the action plans that they had to take to overcome certain difficulties while having their learning experiences

After that, the teacher asks students to go to the front of the class and talk about their partner's answers.



---

## Worksheet 4

### Find someone who

Have you ever been abroad?	
Have you ever taken some courses?	
Have you ever felt alone?	
Have you ever had an argument with a professor?	
Have you ever made a bad decision?	
Have you ever regretted something you did wrong?	
Have you ever expressed your thoughts?	
Have you ever failed an exam?	
Have you ever been confused?	
Have you ever convinced someone else to do something he/she doesn't want?	



## Appendix 7: Questionnaire 2

Second period of classes

Control group

Date: 14-10-2014

English Language Department Third Level Course Evaluation

Please fill the following questionnaire carefully and properly. Your thoughts and opinions are very important to me. The results of this survey will not affect your score. Please do not write your name on the survey. This investigation is merely for study resolutions. All statistics will be collected and will not be used to assess you, your class, or your professor.

Male

Female

Age \_\_\_\_\_

### 1. How can you describe the today's classroom activities?

Very useful  Useful  Not very useful  Not useful at all

### 2. Were the vocabulary and the dialogue used in the classroom related to the topics of the book "Open Mind 3" about the uses of 'already' and 'yet' with the present perfect tense useful?

Very useful  Useful  Not very useful  Not useful at all

### 3. During the classroom presentation, did you feel motivated to talk about your own learning experiences to your classmates? Yes No More or less

### 4. Were the vocabulary words and phrases used in class easy to understand?

Yes  No  More or less

### 5. Do you feel you have improved your speaking skills while interacting with your partners? Please state why or why not. Yes No

\



**Appendix 8: Lesson plan and classroom activities**  
**“Live and Learn” (Talking about learning in general)**

**Control group**

**Teacher:** Rosita Torres

**Date:** 14-10-2014

**Situation:** Ten things to do before you're 30.

**Function:** The uses of 'already' and 'yet' in the Present Perfect Tense

**Materials:** Book “Open Mind 3” Unit 1, task sheets, photographs, reading passage, marker, whiteboard, eraser.

**Aim:** By the end of the class, students will be able to use the present perfect tense, talk about their learning experiences, ask for more information, and discuss the use of 'already' and 'yet' with the Present Perfect Tense. Also, they will be able to make appropriate dialogues and solve questions related to the present perfect tense.

**Skill:** Speaking

**Level:** intermediate

**Time:** 90 minutes

**Warm up:** “Fact or Fiction”

**Instructions:**

In this game, one student (Josh) tells a short story about themselves or someone they know or heard. Usually it is something funny or crazy. It can be a true story, or something made up.

Everyone around the room has to say whether they think Josh's story is true or fiction. At the end, the student reveals the truth. For example:

Samantha tells them that she has already gone to the moon several times and she also tells them that she has already discovered the cure for the cancer disease.

Then, their classmates will say if it is true or false.

**Presenting:**

**Vocabulary:**

The teacher presents the vocabulary word that will be used during the lesson

**Already, yet, made, done, taken, been, listened, baked, cleaned, had**

**Activity 1**

**Instructions:**

The teacher presents the vocabulary using pictures and sticks them on the whiteboard. Then the teacher asks the students to label them.

**Worksheet 1**



1. I have \_\_\_\_\_ been to England.



2. She has \_\_\_\_\_ cleaned her bathroom twice this week.



3. He hasn't done his homework \_\_\_\_\_.



4. He has already \_\_\_\_\_ a scientific course.



5. They have \_\_\_\_\_. Made the pancakes.



6. You haven't listened this song \_\_\_\_\_.

Now, the teacher compares the student's answers and asks them to highlight the words 'already' and 'yet.' Then, the teacher asks students to discuss the uses of 'yet' and 'already', and which of them must be used in affirmative or negative questions.



**Prelisting:**

**Instructions:**

Now, the teacher tells the students they are going to listen to a conversation, but before that, the teacher starts asking some question to the students in order elicit some information from them.

**Guide questions:**

Have you already heard from someone else that you are good at something?

No, I haven't heard from someone else that I am good at something yet.

Have you already taken an English course?

No, I haven't taken an English course yet.

Have you finished your homework yet?

No, I haven't finished it yet.

**Listening:**

**Instructions:**

Now, the teacher tells the students to listen to the conversation and asks them to pay attention.

**Activity 2**

**Instructions:**

Now, the teacher asks them some questions about the conversation and asks them to complete the chart with the correct information of the conversation.

**Worksheet 2**

1. A: So, have you had an unusual job **yet**?

B: No, not **yet**.

2. .A: You need to live on the beach once in your life.

B: I've **already** done that. I lived on the beach last summer.

3. A: Have you already made a donation to a charity?

B: Yes, I gave some money last week.

4. A: Have you taken an important exam **yet**?

B: No, I've **already** taken a few small exams, but I haven't taken an important one **yet**.

### Post-listening

Now, the teacher asks them check their answers in pairs. Then, the teacher checks the correct answers with students. After that, the teacher plays the conversation again and the teacher asks students to compare their answers with a partner.

Students say the sentences aloud and compare their answers with the teacher. The teacher writes the correct answers on the board.

### Practice:

The teacher shows the students a picture and repeats a cue word (already) three times at the beginning of the practice.



The teacher says a sentence three times using the word being performed in the picture. Example:

Kate has already married Jack.

After that, all students of the class repeat the sentence.

The teacher points out a student, and she/he has to repeat the sentence.

The teacher gives feedback and repeats the sentence.



The teacher gives students another word, (yet) so students have to say a sentence using the word. Example:

Mary hasn't married Jack yet.

Now, the teacher asks the students to make their own sentences about learning experiences and helps them to do it successfully.

Examples:

I am 20 years old and I have already made many mistakes during my life.

I haven't decided what to do yet.

I have already learned from my mistakes a lot.

**Production:**

## Activity 2

### Life experiences show

**Instructions:**

This speaking activity is easy and fun. First, the teacher divides the class into two groups. The first group represents the judge members and the other group represents the contestants.

The contestants explain and show the judge what they have already done or what they haven't done yet.

Then the judge gives opinions about the contestants.

The contestants have to explain and show to the judge member what they have already done or what they haven't done yet.

For example:

I have already taken a Mandarin course.

I have already done some volunteer work.





I have already gotten married.

I have already been to New York.

I haven't done something extremely romantic yet.

I haven't taken a really exciting trip yet.

The group that answers correctly using the words "already" and "yet" with the present perfect tense will be the winner.

Then the judge members must be careful when they listen to the sentences given by the contestants, and try to evaluate them in the correct way.

The contestants have to write their sentences on the board in the correct way. The group that works best will be the winner.

At the end of the contest, the teacher will decide which group is the winner. The teacher is going to determine if the judge members and the contestants completed the activity correctly.



**Appendix 9: Questionnaire 2**

Second period of classes

Treatment group

Date: 14-10-2014

English Language Department Third Level Course Evaluation

Please fill in the following questionnaire carefully and properly. Your thoughts and opinions are very important to me. The results of this survey will not affect your score. Please do not write your name on the survey. This investigation is merely for study resolutions. All statistics will be collected and will not be used to assess you, your class, or your professor.

Male

Female

Age\_\_\_\_\_

**1. How can you describe the today’s classroom activities?**

Very useful  Useful  Not very useful  Not useful at all

**2. Were the vocabulary and the dialogues used in the video sources “ENGLISH TODAY,” “English Conversation,” and “Learn English Speaking-English Course”[English Subtitle] (<http://www.youtube.com/watch?v=FQwNoXq2wf8>), related to the topics of the book “Open Mind 3” about the uses of ‘already’ and ‘yet’ with the present perfect tense, useful? Please state why.**

Very useful  Useful  Not very useful  Not useful at all

**3. During the video presentation, did you feel motivated to talk about your own learning experiences to your classmates?**

Yes  No  More or less

**4. Were the vocabulary words and phrases used in class easy to understand?**

Yes  No  More or less



**5. Do you think your speaking skills are improving? Please state why or why not.**

Yes  No

---



## Appendix 10: Lesson plan and classroom activities

### “Live and Learn” Video (talking about learning in general)

#### Treatment group

**Teacher:** Catalina Jaramillo

**Date:** 14-10-2014

**Situation:** “Happy Birthday”

**Function:** The uses of “already” and “yet” with the Present Perfect Tense

**Materials:** Video material produced for education, social and cultural relations video source “ENGLISH TODAY,” “English Conversation,” and “Learn English Speaking-English Course” [English Subtitle]

(<http://www.youtube.com/watch?v=FQwNoXq2wf8>), projector, photographs, reading passage, activities, flash cards task sheets, markers, whiteboard, eraser, book “Open Mind 3” Unit 1.

**Aim:** By the end of the class, students will be able to use the Present Perfect Tense, talk about their learning experiences, ask for more information, and discuss the use of ‘already’ and ‘yet’ with the Present Perfect Tense. Also, they will be able to make appropriate dialogues and solve questions related to the Present Perfect Tense.

**Level:** Intermediate

**Skill:** Speaking

**Time:** 90 minutes

#### **Warm up “Categories”**

Teacher explains the game.

In this game, one student (Josh) tells a short story about himself or someone he knows or heard. Usually it is something funny or crazy. It can be a true story, or something made up.



Everyone around the room has to say whether they think Josh's story is true or fiction. At the end, the student reveals the truth. For example:

Samantha tells them that she has already gone to the moon several times and she also tells them that she has already discovered the cure for cancer. Then, the classmates will say if it is true or false.

**Presentation /Introduction:**

**Vocabulary**

The teacher presents the vocabulary using pictures and sticks them on the whiteboard. The teacher explains to the students the uses of “already” and “yet” with the Present Perfect Tense.

**already yet made done taken been listened bought gotten done  
baked considered expected promised offered**

**Activity 1**

**Fill in the blanks**

**Instructions:**

At this stage, the teacher asks the students to work alone by filling in the blanks with the correct word or verb. The teacher asks the students to fill in the blanks with the correct word from the box.

Worksheet 1



1. I have \_\_\_\_\_  
been to England.



2. She has \_\_\_\_\_ cleaned  
her bathroom twice this  
week.



3. He hasn't done his  
homework \_\_\_\_\_.



4. He has  
already \_\_\_\_\_ a  
scientific course.



5. They have \_\_\_\_\_ made  
the pancakes.



6. You haven't listened to  
this song \_\_\_\_\_.

Now, the teacher compares the student's answers and asks them to highlight the words 'already' and 'yet.' Then, the teacher asks students to discuss the uses of 'yet' and 'already', and which of them must be used in affirmative or negative questions.

**Previewing/ Instructions:**

Now, the teacher tells the students they are going to watch a video, but before that, the teacher asks some questions to the students in order to elicit some information from them.

**Guide questions:**

Have you already heard from someone else that you are good at something?

No, I haven't heard from someone else that I am good at something yet.

Have you already taken an English course?

No, I haven't taken an English course yet.

Have you finished your homework yet?

No, I haven't finished it yet.

### First viewing

Now, The teacher explains to students that they are going to watch a video related to learning experiences and events, decisions that some people have already made through their lives. Then, the teacher clarifies that they will be asked to give some information about the video presentation, and prepare them to do it successfully.



Now, the teacher asks them to complete the chart.

### Worksheet 2

1. A: So, have you **already** baked the cake?

B: No, not **yet**.

2. .A: Has Peter already gotten in touch with Mary, David, Tom and the others?

B: Yes, he has already done that.

3. A: Has Jack **already** gotten the chocolate?

B: Yes, he **already** got it.

4. A: Has she **already** bought a present?

B: No, not **yet**.

### Second viewing

Now: The teacher asks students to work in pairs and everyone has to talk about the people who are planning Alice's birthday party. Then, the teacher asks them to describe the setting and the people who are involved in the video presentation.

Now, the teacher plays the video again and enables them to familiarize themselves with the situation, context and environment and create the opportunity for student's responses.



### Practice:

**Exploitation** This time portion of the video is viewed intensively to exploit the language for its vocabulary, functions, pronunciation, structure and intonation.





## Activity 2

### Instructions:

Now, the teacher prepares the students for the second activity and asks them to answer the questions about Alice's birthday party, but before doing the activity, the teacher asks them to remember the uses of already and yet. Then, students start completing the task.

## Worksheet 3

Who is Mr. Dubois?	
Have Sharon, Peter, Ann and Jack already arranged a birthday party for Alice?	
Have they already planned to not tell anything to Alice?	
Has Alice already considered celebrating her birthday with Jack, Ann, Peter and Sharon?	
Have Ann and Sharon already promised Alice that they were going to celebrate her birthday?	

Now, the teacher asks them to work in pairs and compare their answers.

### Reinforce:

### Third viewing

Teacher plays the video again to reinforce what they have learned in terms of vocabulary, structures, and the general understanding related to events and learning experiences.



Now, teacher asks students to be careful when using the correct tense of the verbs.

Use the past participle of the verbs with the present perfect tense.

Examples:

Have you already made a surprise party?

I haven't taken an important decision yet.

Have you already had an unusual job?

Have you gotten the invitations yet?

Have you invited Thomas, Ruth, and Daniel yet?

Have you talked to Mr. Dubois yet?

### Activity 3

#### Instructions:

At this stage, the teacher asks the students to work in pairs and answer the last questions about Alice's birthday party.

1. Has Alice already known about the birthday party surprise?

**No, not yet.**

2. Have Alice's friends already been in her house?

**Yes, they have already been in Alice's house.**

3. Have Alice's friend already had another surprise for her?

**Yes, they have already had another surprise for Alice. Alice's father was**



there.

4. Have Alice and her father already worked together in a film?

**No, they haven't worked together in a film yet.**

Now, the teacher asks the students to work in pairs and compare answers, and then the teacher lets them to discuss it.

Then, the teacher checks the student's answers and writes them on the whiteboard.

### **Production/Follow up**

#### **Instructions:**

At this stage, the teacher asks the students to work in groups in order to see what they have learned in terms of expressions, structures, and the general understanding related to events and learning experiences

### **Activity 4**

#### **Life experiences show**

#### **Instructions:**

This speaking activity is easy and fun. First, the teacher divides the class into two groups. The first group represents the judges and the other group represents the contestants. The contestants explain and show the judge what they have already done or what they haven't done yet.

Then the judge gives opinions about the contestants. The contestants have to explain and show to the judge what they have already done or what they haven't done yet.

For example:

I have already done some volunteer work.

I have already gotten married.

I have already been to New York.



I haven't done something extremely romantic yet.

I haven't taken a really exciting trip yet.

The group that answers correctly using the words "already" and "yet" with the present perfect tense will be the winner.

Then the judge members must be careful when they listen to the sentences given by the contestants, and try to evaluate them in the correct way.

The contestants have to write their sentences on the board in the correct way. The group that works best will be the winner.

At the end of the contest, the teacher will decide which group is the winner. The teacher is going to determine if the judges and the contestants completed the activity correctly.



### Appendix 11: Questionnaire 3

Third period of classes

Control group

Date: 15-10-2014

English Language Department Third Level Course Evaluation

Please fill the following questionnaire carefully and properly. Your thoughts and opinions are very important to me. The results of this survey will not affect your score. Please do not write your name on the survey. This investigation is merely for study resolutions. All statistics will be collected and will not be used to assess you, your class, or your professor.

Male

Female

Age\_\_\_\_\_

**1. Was today's class about the "Intermediate Plateau" interesting?**

Yes  No  More or less

**2. Do you feel you are in "The Intermediate Plateau"? Please state why or why not.**

Yes  No  More or less

**3. Do you think that leaning something new is better than to stay in a comfort zone?**

Yes  No  More or less

**4. Should students push themselves to get progress in their speaking skills during the EFL classes? Please state why or why not.**

Yes  No

**5. Which type of activities should be taken into account to reach an advanced level during the learning process?**

Role plays  Debates  Dialogues  Songs  Simon says

Others



## Appendix 12: Lesson plan and classroom activities

### Overcoming the Intermediate Plateau

#### Control group

**Teacher:** Rosita Torres

**Date:** 15 -10-2014

**Situation:** Overcoming the Intermediate Plateau

**Function:** Talking about the stages of learning , talking about things you have done to progress and advance to the next learning stage. Talking about your personal action plans to overcome the Intermediate Plateau.

**Level:** Intermediate

**Aims:** The aim of this lesson is to give students practice in reading an article about the Intermediate Plateau for specific information and then the opportunity to talk about the different stages of learning. To develop students' vocabulary, and ability to read, and extract information from the reading passage. To develop students' intensive reading, and to state the main idea of the reading.

**Skill:** Speaking

**Time:** 90 minutes

**Materials:** photographs, reading passage, flash cards task sheets, markers, whiteboard, eraser; audio conversation based on the video clip “Overcoming the Intermediate Plateau” (<http://www.youtube.com/watch?v=yXwYmvEfRtA>) , speaker phones, computer, the book “Open Mind 3” Unit 1.

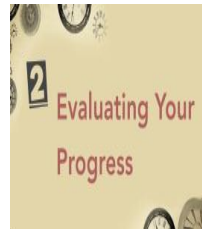
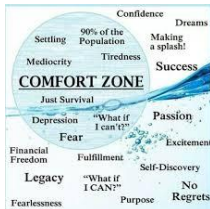
**Introduction:** The plan is based around a text from the book “Open Mind 3”, and the audio conversation video about “The Intermediate Plateau.” I have also included the text for students and teachers without Internet access in class.

**Presenting:**

**Vocabulary:**

-The teacher presents the vocabulary and draws a picture about a man who is climbing a mountain in order to get the advanced level. The teacher explains that in life as in the learning process we have many obstacles, but we have to defeat them. Also, the teacher encourages the students to push themselves, to make some progress, to take risks and never ever give up staying in the comfort zone.

Comfort zone	measure	push	give up	progress	take risks
--------------	---------	------	---------	----------	------------



**Presenting:**

**Pre-reading/ Guide questions**

1. The teacher asks students some questions about the reading passage.
2. Apart from English what other things are you learning right now?
3. What do you like about learning new things? What you don't like about it.



Tell them to work in pairs and discuss the questions.

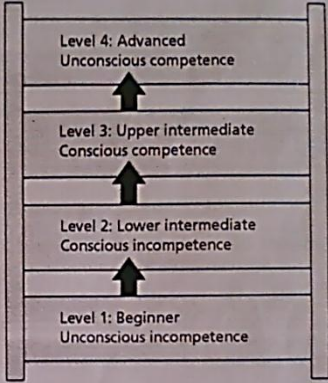
### Reading:

The teacher asks the student to read the article and underline the topic sentence in each of the two paragraphs. What is the main idea of the paragraph?

## The Intermediate Plateau

When we learn to do something, there are times when we advance quickly and other times when we advance more slowly. Typically, the intermediate level is a period when we make less progress than we did at beginner levels. This is true in learning anything—a language, a sport, or a new job. At the intermediate level, progress is usually slower because we are focusing on more complex details than we did at beginner levels. This is the time when many people become frustrated and give up. Because most people take a long time to advance beyond an intermediate level in anything they are learning, we often refer to this stage as the “intermediate plateau.”

The model shown in Diagram 1 can help learners understand the stages of learning. They should be aware that their slow progress at intermediate levels is completely normal and that it happens to almost everyone. The theory behind the model is that, in order to learn something new, we first have to be conscious of what we know and what we do not know. Then we can develop competence, or the abilities we need to do something. In the first stage on the ladder, “unconscious incompetence,” we do not know how much we need to learn. Everything is new and we are excited about learning, so we advance quickly. In the second stage, “conscious incompetence,” we know how much we don’t know! This can be a very frustrating period because there is so much to learn and we feel completely incompetent. In the third stage, “conscious



**Diagram 1: The Conscious Competence Ladder**

competence,” we are much more competent, but we still have to concentrate and work very hard to be able to maintain our competence. Sometimes this stage can seem like too much work! However, if we don’t give up, we will finally reach the last stage, “unconscious competence.” At this stage, our new skills are habits and have become automatic. We don’t have to think about everything before we do it.

Now, the teacher asks them to work in groups and discuss about the level of the ladder that they think they are right now.

Does everyone in the group think they are at the same level, or are there differences?

Let them to discuss about it.





**Post reading:**

**Activity 1:**

**Worksheet 1**

The teacher asks the students to read the paragraph in the book “Open Mind 3” Unit, and after that the teacher asks them to write the words in bold next to the correct definitions.

When you want to become really good at something, you have to try much harder than if you just want to be fairly competent at it. It doesn't really matter what you are learning; the principles are the same. People who reach an advanced level in sport, a language, or any other skill have several characteristics in common. First, they **push** themselves beyond their **comfort zone**. In other words, they **take risks** and try things a little beyond their abilities. Second, they don't **give up** during periods when they don't **progress**. Third, and finally, they **measure** their **progress** often by competing and taking exams and they learn from their mistakes.

1. comfort zone, ➡ a situation, place, or temperature that you feel relaxed in
2. measure, ➡ your progress, to check development or improvement
3. push, ➡ yourself, to make a determined effort to do something
4. give up, ➡ to stop trying to do something
5. progress, ➡ to develop or improve
5. take risks, ➡ to do something, although you know that something unpleasant or dangerous could happen.



## Activity 2

Now, the teacher asks the students to complete the sentences with the correct forms of the phrases in activity 1.

### Worksheet 2

1. I was trying to paint, but I was terrible at it and I finally **gave up**.
2. I want to run a 10 Km race, so I **pushed** myself to run a lot more right now.
3. You can run a short practice race with friends to **measure** your progress.
4. Successful people are usually not afraid to take **risks** and try new things.
5. You will not progress in anything if you do not move beyond your **comfort zone**.

**Reinforcement:**

**Presenting:**

### Prelisting/Guide questions

At this stage, the teacher tells students that they are going to listen to a person who talks about his learning progress, experiences and advice about what he has done to overcome “The Intermediate Plateau.” The teacher asks the students some questions in order to see to what extent they have understood the reading about the Intermediate Plateau.

1. Have you ever felt you are in the Intermediate Plateau?
2. Have you ever done something to overcome the Intermediate plateau?
3. Have you ever taken risks doing something new?
4. Have you ever measured your progress during the learning process?



**Practicing:**

**Listening:**

Now, the teacher plays the audio based on the video clip “Overcoming the “Intermediate Plateau” (OurBrainHurts ALoT) by and gives the students the handouts to be filled in by them individually. After listening to the audio the students fill in the worksheet with their own responses.

**Worksheet 3**

1. When you are learning something new, do you usually push yourself, or do you tend to stay in your comfort zone?

---

2. Have you or someone you know ever taken any risks? Was the result positive or negative?

---

3. When you are learning something, do you prefer to measure your progress rarely or often?

---

4. Have you ever given up on something you were trying to learn? If so, Why?

---



**Producing/ Post listening:**

**Reinforcement:**

**Activity 3**

This activity will help students distinguish between the different stages of the learning process and it also will allow them to evaluate their competences and their learning progress, overcoming their fears and pushing themselves to get the upper level.

Now, the teacher asks students to get in groups of four and discuss the next questions about the teenager's experiences during his learning process.

**Worksheet 4**

What did the teenager (OurBrainHurts ALoT) do to overcome the lack of learning?

1.Has he changed his learning methods	
2. Has he taken risks to make some progress during the learning process?	
3. Has he given up, or has he thought positively about his progress?	
4.Has he looked for information on the internet	
5. Has he measured his progress?	
6. Has he pushed himself to overcome some difficulties during the learning process?	
7. Has he felt relaxed in a comfort zone?	



The teacher compares the students' answers and invites them to come to the front to answer some of these questions, but this time, they have to talk about their own learning experiences. Everyone pays attention and listens to their classmates. Then, the teacher gives them some advice in order to encourage them to overcome the Intermediate Plateau. Example:

I have already taken an important exam.

I haven't done something interesting yet.

I have already pushed myself to reach my goals.

I haven't measured my learning progress yet.

I have already taken risks.

I have already challenged myself.

I haven't given up yet.



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### Appendix 13: Questionnaire 3

Third period of classes

Treatment group

Date: 15-10-2014

English Language Department Third Level Course Evaluation

Please fill the following questionnaire carefully and properly. Your thoughts and opinions are very important to me. The results of this survey will not affect your score. Please do not write your name on the survey. This investigation is merely for study resolutions. All statistics will be collected and will not be used to assess you, your class, or your professor.

Male

Female

Age\_\_\_\_\_

#### 1. Was today's video presentation

(<http://www.youtube.com/watch?v=yXwYmvEfRtA>) about the "Intermediate Plateau" interesting?

Yes  No  More or less

#### 2. Do you feel you are in "The Intermediate Plateau"? Please state why or why not.

Yes  No  More or Less

#### 3. Do you think that leaning something new is better than staying in a comfort zone?

Yes  No  More or Less

#### 4. Should students push themselves to get progress in their speaking skills during the EF classes? Please state why or why not.

Yes  No

---



**5. Which type of activities should be taken into account to reach an advanced level during the learning process?**

Role plays     Debates     Dialogues     Songs     Simon says

Others



## Appendix 14: Lesson plan and classroom activities

### Overcoming the Intermediate Plateau

#### Treatment group

**Teacher:** Catalina Jaramillo

**Date:** 15-10-2014

**Situation:** Overcoming the Intermediate Plateau

**Function:** Talking about the stages of learning, talking about things you have done to progress and advance to the next learning stage. Talking about your personal action plans to overcome the Intermediate Plateau.

**Level:** Intermediate

**Aims:** The aim of this lesson is to give students practice in reading an article about “The Intermediate Plateau” for specific information and then, the opportunity to talk about the different stages of learning. The students will improve their speaking skills, they will enjoy reading and extracting information from the reading passage. They will develop the intensive reading and will state the main idea of the reading.

**Skill:** Speaking

**Time:** 90 minutes

**Materials:** Video clip (<http://www.youtube.com/watch?v=yXwYmvEfRtA>) “The Intermediate Plateau” Book “Open Mind 3,” Unit 1, projector, computer, handouts, eraser, markers.

**Introduction:** The plan is based around a text from the book Open Mind 3, and the video about “The Intermediate Plateau.” I have also included the text for students and teachers without Internet access in class.

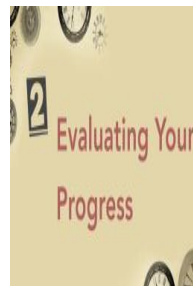
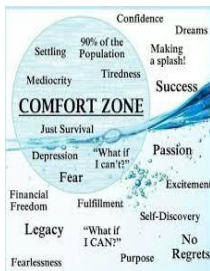
**Presenting:**

**Vocabulary:**



The teacher presents the vocabulary and draws a picture about a man who is climbing a mountain in order to get to the advanced level. The teacher explains that in life as in the learning process we have many obstacles, but we have to defeat them. Also, the teacher encourages the students to push themselves, to make some progress, to take risks and never ever stay in the comfort zone.

Comfort zone	measure	push	give up	progress	take risks
--------------	---------	------	---------	----------	------------



### Practicing:

#### Pre-reading/ Guide questions

1. The teacher asks the students some questions about the reading passage.
2. Apart from English what other things are you learning right now?
3. What do you like about learning new things? What don't you like about it?

Tell them to work in pairs and discuss the questions.

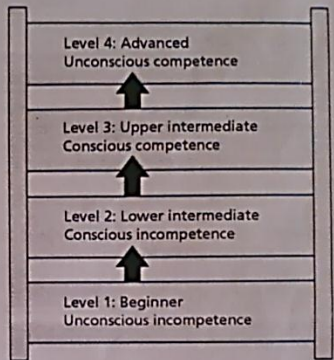
**Reading:**

Now, the teacher asks the students to read the article and underline the topic sentence in each of the two paragraphs. What is the main idea of the paragraph?

## The Intermediate Plateau

When we learn to do something, there are times when we advance quickly and other times when we advance more slowly. Typically, the intermediate level is a period when we make less progress than we did at beginner levels. This is true in learning anything—a language, a sport, or a new job. At the intermediate level, progress is usually slower because we are focusing on more complex details than we did at beginner levels. This is the time when many people become frustrated and give up. Because most people take a long time to advance beyond an intermediate level in anything they are learning, we often refer to this stage as the “intermediate plateau.”

The model shown in Diagram 1 can help learners understand the stages of learning. They should be aware that their slow progress at intermediate levels is completely normal and that it happens to almost everyone. The theory behind the model is that, in order to learn something new, we first have to be conscious of what we know and what we do not know. Then we can develop competence, or the abilities we need to do something. In the first stage on the ladder, “unconscious incompetence,” we do not know how much we need to learn. Everything is new and we are excited about learning, so we advance quickly. In the second stage, “conscious incompetence,” we know how much we don’t know! This can be a very frustrating period because there is so much to learn and we feel completely incompetent. In the third stage, “conscious competence,” we are much more competent, but we still have to concentrate and work very hard to be able to maintain our competence. Sometimes this stage can seem like too much work! However, if we don’t give up, we will finally reach the last stage, “unconscious competence.” At this stage, our new skills are habits and have become automatic. We don’t have to think about everything before we do it.



**Diagram 1: The Conscious Competence Ladder**

Next, the teacher asks them to work in groups and discuss the level of the ladder where they think they are right now.

Does everyone in the group think they are at the same level, or are there differences?

Let them to discuss it.



**Post reading:**

**Activity 1:**

The teacher asks the students to read the paragraph in the book “Open Mind 3” Unit, and after that the teacher asks them to write the words in bold next to the correct definitions.

**Worksheet 1**

When you want to become really good at something, you have to try much harder than if you just want to be fairly competent at it. It doesn't really matter what you are learning; the principles are the same. People who reach an advanced level in sports, a language, or any other skill have several characteristics in common. First, they **push** themselves beyond their **comfort zone**. In other words, they **take risks** and try things a little beyond their abilities. Second, they don't **give up** during periods when they don't **progress**. Third, and finally, they **measure** their **progress** often by competing and taking exams, and they learn from their mistakes.

1. comfort zone, → a situation, place, or temperature that you feel relaxed in
2. measure, → your progress, to check development or improvement
3. push, → yourself, to make a determined effort to do something
4. give up, → to stop trying to do something
5. progress, → to develop or improve
6. take risks, → to do something, although you know that something unpleasant or dangerous could happen.



## Activity 2

Now, the teacher asks the students to complete the sentences with the correct forms of the phrases in Activity 1.

### Worksheet 2

Complete the sentences with the correct forms of the phrases in Activity 1

1. I was trying to paint, but I was terrible at it and I finally **give up**.
2. I want to run a 10 Km race, so I **push** myself to run a lot more right now.
3. You can run a short practice race with friends to **measure** your progress.
4. Successful people are usually not afraid to take **risks** and try new things.
5. You will not **progress** in anything if you do not move beyond your **comfort zone**.

**Reinforcement:**

**Presenting:**

**Previewing:**

The teacher tells students that they are going to watch a video clip about “Overcoming the Intermediate Plateau” and learn from (OurBrainHurts ALoT) about what he has done to understand the learning progress, he shares his experiences and also gives some advice to achieve an upper level during the learning process. The teacher asks the students some questions in order to see to what extent they have understood the reading about the Intermediate Plateau.

**Guide questions:**

1. Have you ever felt you are in the Intermediate Plateau?
2. Have you ever done something to overcome the Intermediate Plateau?
3. Have you ever taken risks by doing something new?
4. Have you ever measured your progress during the learning process?

---

**Practicing:**

**First viewing:**

The teacher plays the video and asks the students to pay attention to it because she is going to ask them some questions about it.



**Activity 3**

In this activity, the students are going to answer some questions according to the video clip “Overcoming the Intermediate Plateau”

**Worksheet 3**

The students answer the following questions

1. When you are learning something new, do you usually push yourself, or do you tend to stay in your comfort zone?

2. Have you or has someone you know ever taken any risks? Was the result positive or negative?

3. When you are learning something, do you prefer to measure your progress rarely or often?

4. Have you ever given up on something you were trying to learn? If so, Why?

---

The teacher lets them to discuss about it

**Second viewing:**



Now, the teacher plays the video clip again and asks the students some questions about the video.



At this stage, the teacher stops the video (OurBrainHurtsALot) and asks the students what the teenager has done to overcome the Intermediate Plateau. The students have to discuss their answers with their classmates, and then, they have to defend their answers to the teacher.

#### **Activity 4**

This activity will help students to overcome their fears while they practice their speaking skills. The teacher will try to create a relaxed atmosphere where students feel confidence in understanding concepts about the topic. Also, the students will be challenged to improve their speaking skills in terms of vocabulary, structures and indeed the production of the target language.



---

### Worksheet 4

1. What does the teenager (OurBrainHurtsALot) do to overcome the lack of learning?

---

2. Has he changed his learning methods?

---

3. Has he taken risks to make some progress during the learning process?

---

4. Has he given up, or has he thought positively about his progress?

---

5. Has he looked for information on the internet?

---

6. Has he measured his progress?

---

7. Has he pushed himself to overcome some difficulties during the learning process?

---

8. Has he felt relaxed in a comfort zone?

---

#### **Production:**

#### **Last viewing:**

Now, The teacher plays the video clip again and then stops it in order to prepare the students for the last activity.

#### **Activity 5**

This activity will help students to distinguish the different stages of the learning process and it also will allow them to evaluate their competence and their learning progress by helping them overcome their fears and pushing them to get to the upper level.



The teacher asks the students to look at some abilities that help people to overcome difficulties and do well when they thought they were going to give up. Then, the teacher tells students that they have to think of a period when something was really hard for them, but they succeeded and overcame their lack of learning. Also, they can talk about someone else who handled a great challenge and didn't stay in the comfort zone.

For example:

What was the problem?

What was the challenge?

What did you do to overcome the lack of learning?

Example:

I have studied a lot to overcome my learning difficulties.

I have tried to pay more attention to the English lesson.

I have done my homework as soon as I get home.

I have recognized the main ideas in a reading.

I have improved my speaking skills by taking some intonation courses.

After students have had time to discuss it, the teacher asks the students to go to the front of the class and talk about their learning experiences, and what they have done to overcome the Intermediate Plateau.





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### Appendix 15: Questionnaire 4

Fourth period of classes

Date: 16-10-2014

Control group

English Language Department Third Level Course Evaluation

Please fill in the following questionnaire carefully and properly. Your thoughts and opinions are very important to me. The results of this survey will not affect your score. Please do not write your name on the survey. This investigation is merely for study resolutions. All statistics will be collected and will not be used to assess you, your class, or your professor.

Male

Female

Age\_\_\_\_\_

**1: How can you describe today's class about the present perfect progressive?**

Very useful  Useful  Not very useful  Not useful at all

**2: Were the classroom activities and the lesson related to the topics of the book "Open Mind 3" useful? (The uses of "in ages," "recently," "lately" with the present perfect progressive) Please state why.**

Very useful  Useful  Not very useful  Not useful at all

**3.: Do you think you can use the information given during the class in real life situations?**

Yes  No  More or less

**4: Did you like to act in the role play performing one of the characters presented in the conversation? Please state why or why not.**

Yes  No  More or less

---

**5: Do you think your speaking skills have improved during these lessons and classroom activities? Please state why or why not.**

Yes  No  More or less

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## Appendix 16: Lesson plan and classroom activities

### The Present Perfect Continuous

#### That's Life

#### Control group

**Teacher:** Rosita Torres

**Date:** 16-10-2014

**Situation:** That's Life

**Function:** The use of the Present Perfect Continuous.

**Level:** Intermediate

**Skill:** Speaking

**Aim:** At the end of the class the students will be able to use the present Perfect Continuous, talk about things they have been doing lately, asking for more information, and discussing personal action plans.

**Materials:** Conversation based on the Video material produced for education, social and cultural relations. (<http://www.youtube.com/watch?v=FQwNoXq2wf8>).

Photographs, reading passage, flash cards task sheets, markers, whiteboard, eraser, book "Open Mind 3" Unit 1.

**Presenting / Introduction:**

**Vocabulary:**

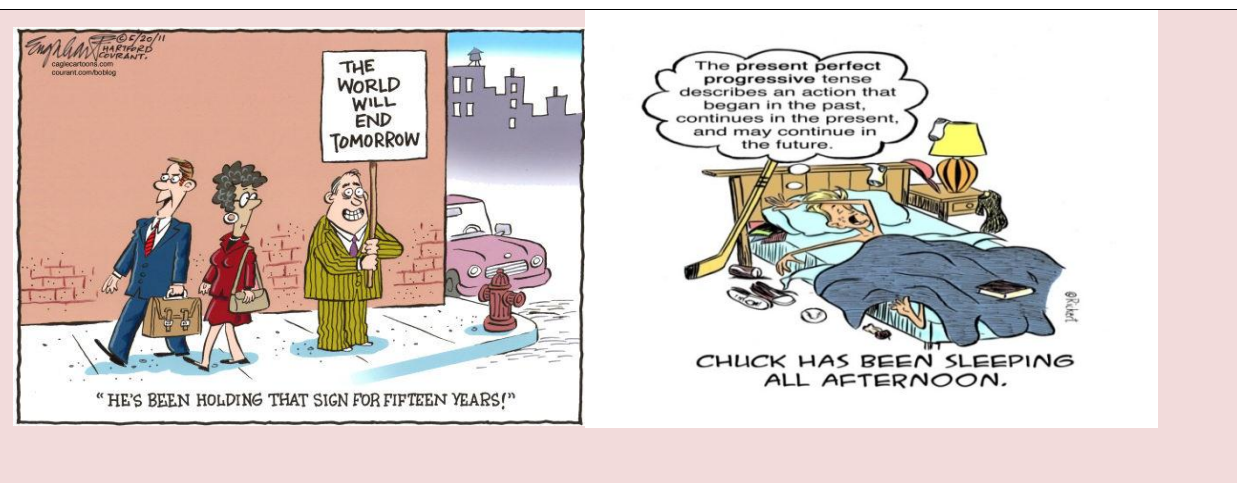
The teacher presents the vocabulary. The use of the Present Perfect Progressive, time expressions (in ages, recently, lately, etc.), the learning process. What have you been doing?

in ages recently lately since for been seen studying holding sleeping  
waiting doing dancing grilling thinking neglecting since for

Now, the teacher presents different pictures of people doing different activities, in different situations and contexts, and explains to the students the difference between the Present Perfect and the Present Perfect Progressive.

### Activity 1

The teacher presents different pictures of people doing different activities and every picture shows different time expressions and representations of daily life.



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cagiecartoon.com  
courant.com/blog

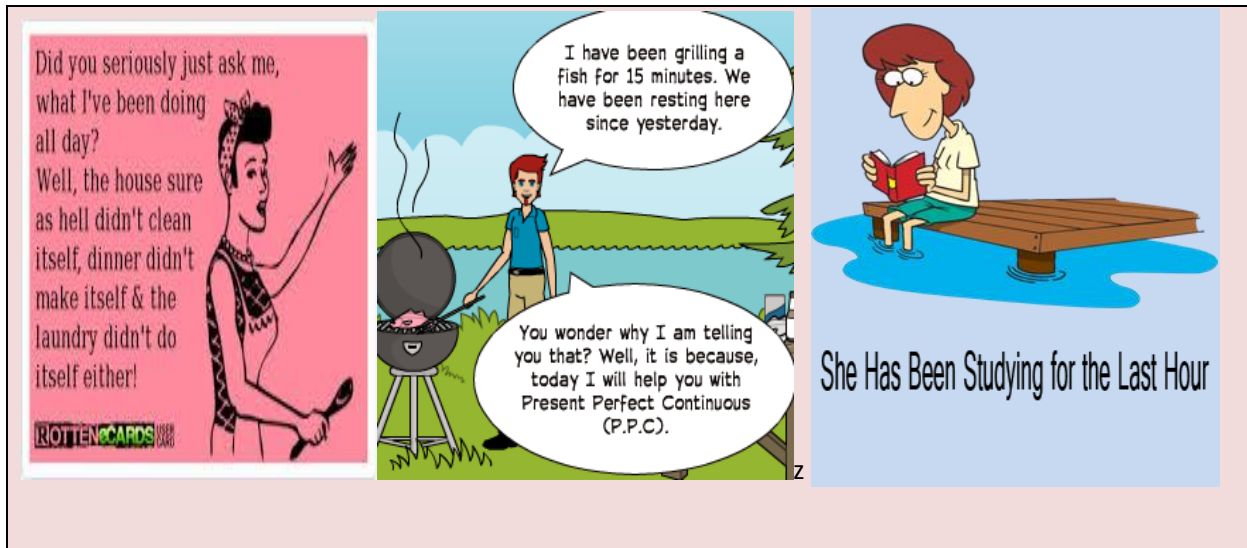
THE WORLD WILL END TOMORROW

"HE'S BEEN HOLDING THAT SIGN FOR FIFTEEN YEARS!"

The present perfect progressive tense describes an action that began in the past, continues in the present, and may continue in the future.

CHUCK HAS BEEN SLEEPING ALL AFTERNOON.

He has been holding that sign for fifteen years! He has been sleeping all afternoon.



Then, the teacher chooses one of them and explains to the students why she has chosen that picture.

Now, the teacher asks students to choose one of those pictures and starts asking questions about it.

### Worksheet 1

What has she been doing? \_\_\_\_\_

How long has she been studying? \_\_\_\_\_

How long has she been dancing? \_\_\_\_\_

How long has he been holding a sign? \_\_\_\_\_

How long has she been grilling the fish? \_\_\_\_\_

Now, the teacher tells the students they are going to listen to a conversation which is related to a couple that do not want to do the same things.

#### Practicing:

#### Pre-listening:

Teacher starts asking some questions in order to get concepts about the topic.

#### Guide questions:



The teacher asks students some questions about what have you been doing? Ex:  
Have you ever had a misunderstanding?  
Have you ever felt alone?  
Have you ever felt neglected?  
Have you ever thought that your partner is a selfish?

### **First Listening**

Now, the teacher explains to students that they are going to listen to the conversation related to life experiences, events, misunderstandings, and different points of view about life.

### **Activity 2**

Now, the teacher explains to students that they have to fill in the worksheet with some information about the conversation, and prepares them to do it successfully. The teacher plays the first part of the conversation and stops playing the conversation. Then, the students answer to the following questions.

### **Worksheet 2**

1. What has been happening? \_\_\_\_\_
2. Who has been speaking to Sharon? \_\_\_\_\_
3. What have they been talking about? \_\_\_\_\_

### **Second listening:**

The teacher plays the conversation again and enable them to familiarize themselves with the situation, context, environment, and create the opportunity for students to familiarize themselves with the vocabulary and the grammar structure of the present perfect progressive, and prepare them to give the correct responses.



### Activity 3

At this stage teacher asks them for information about the people who are involved in the conversation.

### Worksheet 3

1. What has Jack been thinking about? \_\_\_\_\_
2. What has Sharon been doing for many years? \_\_\_\_\_
3. Who is Peter? \_\_\_\_\_
4. Why has Sharon been crying? \_\_\_\_\_
5. Who has been looking for Sharon? \_\_\_\_\_

Now the teacher asks the students to guess what is going to happen with Sharon, Jack and Peter. The teacher let them to discuss it.

### Third listening

At this stage the teacher plays the last part of the conversation, and again asks the students some questions about the last part of the video.

### Worksheet 4

1. Why has Peter been neglecting Sharon? \_\_\_\_\_
2. Why has Sharon been talking to Jack? \_\_\_\_\_
3. Has something been happening between Sharon and Peter? \_\_\_\_\_
4. Have Sharon and Peter been discussing their interests in life? \_\_\_\_\_



**Post listening:**

**Exploitation:**

This time portions of the conversation are played intensively to exploit the language for its vocabulary, functions, pronunciation, structure and intonation.

Now: The teacher asks students to work in pairs and everyone has to talk about the people who were involved on the conversation.

**Reinforcement:**

The teacher plays the conversation again to reinforce what they have learned in terms of vocabulary, structures, and the general understanding, related to events and learning experiences.

**Production:**

**Follow up**

Teacher asks students to interview each other in order to get information about their classmate's life experiences. What have they been doing lately?

The teacher asks them to work in pairs and get information from each other. The teacher lets them discuss.

At this point, the teacher prepares students to perform a role play related to the conversation (That's Life) and gives them some instructions to do it successfully.



## **Activity 4**

### **Role play**

#### **Objective:**

This activity helps students to set up a dialogue about what they have watched and learned about the present perfect progressive during the conversation. Also, students apply what they have learned. Additionally, students discuss different situations, environments and contexts where the discussions have been taking place.

#### **Procedure:**

The teacher asks students to work in groups of four, and asks them to perform a character from the conversation. They have to act or perform one of the characters of the conversation ((That's Life) which involve the characters of (Sharon, Peter, Jack, and Ann).

The teacher lets them write their own script about the video presentation.

Finally, she asks them to come to the front of the class and perform the character.





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### Appendix 17: Questionnaire

Fourth period of classes

Treatment group

Date: 16-10-2014

English Language Department Third Level Course Evaluation

Please fill in the following questionnaire carefully and properly. Your thoughts and opinions are very important to me. The results of this survey will not affect your score. Please do not write your name on the survey. This investigation is merely for study resolutions. All statistics will be collected and will not be used to assess you, your class, or your professor.

Male

Female

Age \_\_\_\_\_

**1: How can you describe today's class about the present perfect progressive with the video resources (<http://www.youtube.com/watch?v=FQwNoXq2wf8>)?**

Very useful

Useful

Not very useful

Not useful at all

**2: Were the classroom activities and the video resources (<http://www.youtube.com/watch?v=FQwNoXq2wf8>) related to the topics of the book "Open Mind 3" useful? (The uses of "in ages," "recently," "lately" with the present perfect progressive) Please state why.**

Very useful

Useful

Not very useful

Not useful at all

**3: Do you think you can use the information given during the class in real life situations?**

Yes

No

More or less

**4. Did you like to act in the role play performing one of the characters presented in the video (<http://www.youtube.com/watch?v=FQwNoXq2wf8>)?**

**Please state why or why not.**

Yes

No

More or less

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**5: Do you think your speaking skills have improved during these lessons and classroom activities presented with “ENGLISH TODAY” video resources?**

**Please state why or why not.**

Yes       No       More or less

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## Appendix 18: Lesson plan and classroom activities

### Video about (That's life) Present Perfect Continuous

#### Treatment group

**Teacher:** Catalina Jaramillo

**Date:** 16-10-2014

**Situation:** That's life

**Function:** Talking about things you have been doing lately, asking for more information, misunderstandings, and discussing personal action plans.

**Level:** Third Level

**Skill:** Speaking

**Materials:** Video material produced for education, social, and cultural relations (<http://www.youtube.com/watch?v=FQwNoXq2wf8>). , book "Open Mind 3" Unit 1, projector, photographs, reading passage, flash cards task sheets, markers, whiteboard, eraser.

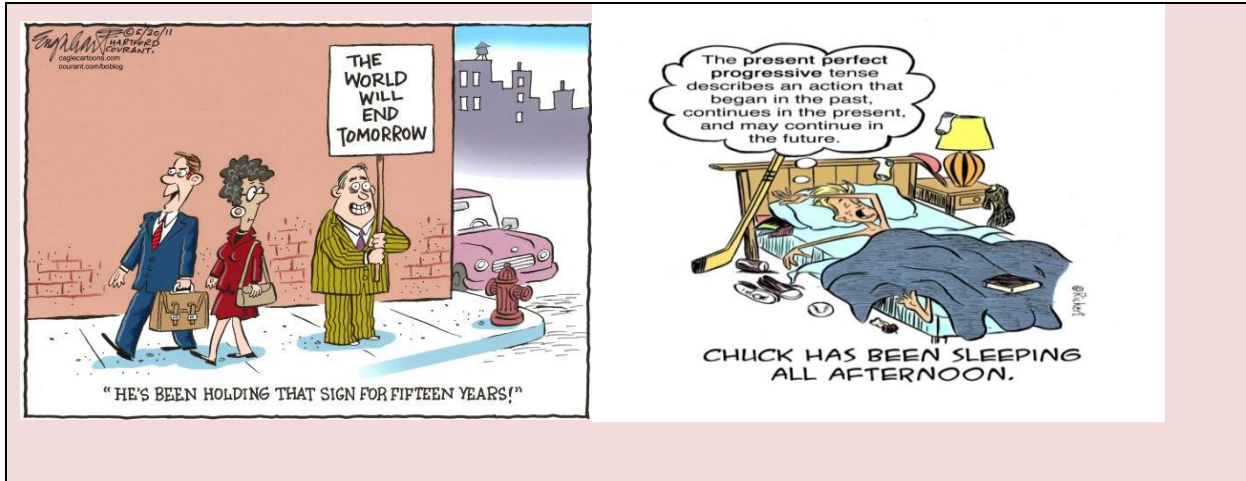
**Presenting / Introduction:**

**Vocabulary:**

The teacher presents the vocabulary, the use of the Present Perfect Progressive, time expressions (in ages, recently, lately, etc.), the learning process. What have you been doing lately?

in ages    recently    lately    since    for    been    seen    studying    holding  
sleeping    waiting doing    dancing    grilling    thinking    neglecting  
since    for

Now, the teacher presents different pictures of people doing different activities, in different situations and contexts, and explains the students the difference between the Present Perfect and the Present Perfect Progressive.



He has been holding that sign for fifteen years! He has been sleeping all afternoon.



Then, the teacher chooses one of them and explains to the students why she has chosen that picture.

### Activity 1

Now, the teacher prepares students to do the first activity and explains to them to choose one of the pictures and explains why they have chosen that picture

### Worksheet 1

What has she been doing lately? \_\_\_\_\_

How long has she been studying? \_\_\_\_\_



How long has she been dancing? \_\_\_\_\_

How long has he been holding a sign? \_\_\_\_\_

How long has she been grilling the fish? \_\_\_\_\_

Now, the teacher tells the students that they are going to watch a video related to a couple who do not want to do the same things and therefore they have a lot of trouble convincing each other what to do and what are the best decisions to make.

**Previewing:**

The teacher starts asking some questions in order to get concepts about the topic.

**Guide questions:**

The teacher asks students some questions

Have you ever had a misunderstanding?

Have you ever felt alone?

Have you ever felt neglected?

Have you ever thought that your partner is a selfish?

## First viewing

Now, the teacher explains to the students that they are going to watch the first part of the video (That's Life) related to life experiences, events, misunderstandings, and different points of view about life problems.

The teacher plays the first part of the video and stops playing the video



After presenting the first part of the video, the teacher asks students some questions about what is going on in the second part of the video, and prepares them to the next activity.

### Activity 2

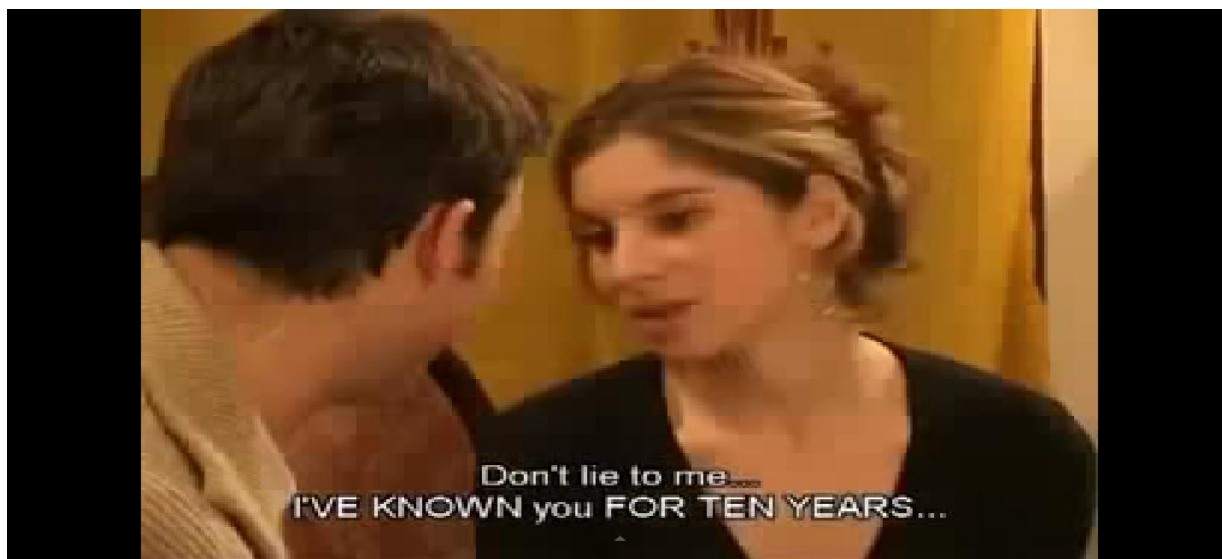
For this activity, the teacher explains to the students that they have to fill in the worksheet and give some information about the first part of the video presentation, and prepares them to do it successfully.

### Worksheet 2

1. What has been happening? \_\_\_\_\_
2. What have Peter and Sharon been doing? \_\_\_\_\_
3. What have they been talking about? \_\_\_\_\_

### Second viewing:

The teacher plays the video again and enables the students to familiarize themselves with the situation, context, environment, and creates the opportunity for students to familiarize themselves with the vocabulary and the grammar structure of the present perfect progressive, and prepares them to give the correct responses.



### Activity 3

At this stage the teacher asks them for information about the people who are involved in the conversation.

### Worksheet 3

1. What has Jack been thinking about? \_\_\_\_\_
2. What has Sharon been doing for many years? \_\_\_\_\_
3. Who is Peter? \_\_\_\_\_
4. Why has Sharon been crying? \_\_\_\_\_
5. Who has been looking for Sharon? \_\_\_\_\_
6. For how long has Peter known Sharon? \_\_\_\_\_

---

**Practicing/Exploitation:**

**Third viewing:**

Now the teacher plays the third part of the video again and asks the students to guess what is going to happen with Sharon, Jack, Ann and Peter. The teacher lets them discuss.

The teacher plays the third part of the video presentation, and again asks the students to pay attention to the facts.



**Activity 4**

This activity helps student familiarize themselves with the vocabulary, grammar structures, and situations given during the video presentation. The teacher asks students some questions about the last part of the video and hands out a worksheet for students to fill in with the correct answers.

**Worksheet 2**

1. Why has Peter been neglecting Sharon? \_\_\_\_\_
2. Why has Sharon been talking to Jack? \_\_\_\_\_
3. Has something been happening between Sharon and Peter? \_\_\_\_\_
4. Have Sharon and Peter been discussing their interests in life? \_\_\_\_\_



5. Has Sharon been seeing Peter? \_\_\_\_\_

After they have completed the task, portions of the video are viewed intensively to exploit the language for its vocabulary, functions, pronunciation, structure and intonation.

Now: The teacher asks students to work in pairs and everyone has to talk about the people who were involved on the video presentation. Then, the teacher asks them to describe the setting and the kinds of people involved in the video presentation.

### **Reinforce**

#### **Last viewing**

The teacher plays the video again to reinforce what they have learned in terms of vocabulary, structures, and the general understanding related to events and learning experiences.



#### **Production:**

#### **Follow up:**

The teacher asks students to interview each other in order to get information about their classmate's life experiences. What have they been doing?

Now, the teacher asks them to work in pairs and get information from each other. The teacher lets them discuss.



.At this point, the teacher prepares students to perform a role play related to the video presentation (That's Life) and give them some instructions to do it successfully.

### **Activity 5**

#### **Role play**

##### **Objective:**

This activity helps students set up a dialogue about what they have watched and learned about the present perfect progressive during the video presentation. Also, students apply what they have learned. Additionally, students discuss different situations, environments and contexts where the discussion has been taking place.

##### **Procedure:**

The teacher asks students to work in groups of four, and asks them to perform a character from the conversation. They have to act or perform one of the characters of the conversation ((That's Life) which involves the characters of (Sharon, Peter, Jack, and Ann).

The teacher lets them write their own script about the video presentation.

Finally, she asks them to come to the front of the class and perform the role play.



### Appendix 19: Post-test

English Language Department University of Cuenca

Third Level (Control group)

Date: 20-10-2014

Post-Test Students questionnaire

Please fill the following questionnaire carefully and properly. Your thoughts and opinions are very important to me. The results of this survey will not affect your score. Please do not write your name on the survey. This investigation is merely for study resolutions. All statistics will be collected and will not be used to assess you, your class, or your professor.

Male  Female Age\_\_\_\_\_

**1. Do you think that the book "Open Mind 3" has helped you to improve your speaking skills in the EFL classes?**

Strongly Agree  Agree  Disagree  Strongly Disagree

**2. What type of material has your teacher used in the English class?**

Novel based  Comedy  Related to student's learning area  Other

**3. Do you think "conversations" given in the book "Open Mind 3" had a beneficial effect on learning English?**

Strongly Agree  Agree  Disagree  Strongly Disagree

**4. From your point of view, how often should videos be include included in the EFL speaking classes?**

Once a semester  Twice a semester  Never  Once a month  
Every few months  Other



**5. Do you think that the book “Open Mind 3” must include videos with English captions (subtitles)? Please state why or why not.**

Strongly Agree  Agree  Disagree  Strongly Disagree

---

**6. Do you think that the book “Open Mind 3” must include videos with English captions (subtitles)? Please state why or why not.**

Strongly Agree  Agree  Disagree  Strongly Disagree



**Appendix 20: Post - test**

English Language Department University of Cuenca

Third Level (Treatment group)

Date: 20-10-2014

Post-Test Students questionnaire

Please fill the following questionnaire carefully and properly. Your thoughts and opinions are very important to me. The results of this survey will not affect your score. Please do not write your name on the survey. This investigation is merely for study resolutions. All statistics will be collected and will not be used to assess you, your class, or your professor.

Male  Female Age\_\_\_\_\_

**1. Do you think that ‘ENGLISH TODAY,’ “English Conversation and “Learn English Speaking English-English Course” [English Subtitle] (<http://www.youtube.com/watch?v=FQwNoXq2wf8>) have helped you to improve your speaking skills in the EFL classes**

Strongly Agree  Agree  Disagree  Strongly Disagree

**2. What type of material has your teacher used in the English class?**

Novel based  Comedy  Related to student’s learning area  Other

---

**3. Do you think watching video resources “ENGLISH TODAY,” “English Conversation,” and “Learn English Speaking English Course” [English Subtitle] (<http://www.youtube.com/watch?v=FQwNoXq2wf8>) had a beneficial effect on learning English?**

Strongly Agree  Agree  Disagree  Strongly Disagree



**4. From your point of view, how often should videos be included in the EFL speaking classes?**

- Once a semester       Twice a semester       Never       Once a month  
 Every few months       Other

**5. Do you think that videos must include English captions (subtitles)? Please state why or why not.**

Strongly Agree      Agree      Disagree      Strongly Disagree

---

**6. Do you think you will be able to use the information received from the video resources “ENGLISH TODAY,” “English Conversation,” and “Learn English Speaking English Course” [English Subtitle]**

(<http://www.youtube.com/watch?v=FQwNoXq2wf8>).

Strongly Agree       Agree       Disagree       Strongly Disagree

## Appendix 21: IIFORM



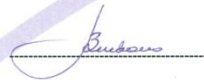
UNIVERSIDAD DE CUENCA  
DEPARTAMENTO DE IDIOMAS

Mst. María Dolores Burbano Garneff, DIRECTORA DEL DEPARTAMENTO DE IDIOMAS  
DE LA UNIVERSIDAD DE CUENCA,

INFORMA:

Que la alumna MARIA EULALIA CORDOVA ROLDAN, con cédula No. 0102107604 realizó la aplicación de su tesis basada en el uso de videos en las clases de Inglés con los niveles B-3 y D-3, cumpliendo 12 horas de aplicación de la misma con las profesoras Mst. Rosita Tórres O. y Lcda. Catalina Jaramillo A.; en los horarios de 08h30 a 10h00 y 10h30 a 12h00 durante los días del 13 al 16 de octubre de 2014.

Cuenca, noviembre 6 de 2014



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