AUTHENTIC VIDEOS ENHANCING SPEAKING

Workshops Centered on Authentic Videos to Enhance Speaking

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Abstract

This research study explored the pertinence that authentic videos have to enhance eleventh graders' speaking in a public school in Bogotá. It mainly analyzed how the designed workshops based on this kind of videos helped students improve their oral communication by imitating real life situations. The instruments used to collect data were: oral portfolio, surveys, artifacts and field notes. This action research study pointed out that learners did not find a real use of English and argued that the classes were not interesting since they just learnt grammar based on written activities from the books proposed by the school. The workshops designed based on the six principles suggested by Tomlinson (1998), for materials design as well as different theories about authenticity and speaking skills, provided students with helpful strategies to communicate effectively in daily life situations. The findings showed that students enhanced their oral communication since they fostered their confidence when using the target language, making learning process more interesting and challenging.

Keywords: Designing materials, authenticity, authentic videos, speaking skill

Resumen

Esta investigación explora la pertinencia que tiene el uso de videos auténticos para mejorar la habilidad de habla en los estudiantes de grado once de un colegio público en Bogotá. Principalmente se analizó cómo el diseño de tres talleres basados en esta clase de videos ayudó a los estudiantes a mejorar su comunicación oral a través de la imitación de situaciones reales. Los instrumentos empleados para recolectar la información fueron: portafolio oral, encuestas, artefactos y notas de campo. Esta investigación acción señaló que los estudiantes no encuentran un uso real del inglés y argumentaban que las clases no eran interesantes, ya que solo aprendían gramática basada en actividades escritas de los textos propuestos por el colegio. Los talleres diseñados basados en seis principios sugeridos por Tomlinson (1998) para el diseño de materiales, así como diferentes teorías acerca de autenticidad y habilidades de habla, proporcionaron a los estudiantes algunas estrategias para comunicarse de forma efectivamente en situaciones reales. Los hallazgos demostraron que los estudiantes mejoraron en su comunicación oral ya que aumentó su confianza al usar la lengua extranjera, haciendo más interesante y retador el proceso de aprendizaje.

Palabras claves: Diseño de materiales, autenticidad, videos auténticos, habilidad de habla

	Resumen Analítico en Educación -RAE
Universidad Externado de Colombia	**Página 1 de 2**

1. Información general	
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2. Descripción
This research study explored the pertinence that authentic videos have to enhance eleventh graders' speaking in a public school in Bogotá. It mainly analyzed how the designed workshops based on this kind of videos helped students improve their oral communication by imitating real life situations. The instruments used to collect data were: oral portfolio, surveys, artifacts and field notes. This action research study pointed out that learners did not find a real use of English and argued that the classes were not interesting since they just learnt grammar based on written activities from the books proposed by the school. The workshops designed based on the six principles suggested by Tomlinson (1998), for materials design as well as different theories about authenticity and speaking skills, provided students with helpful strategies to communicate effectively in daily life situations. The findings showed that students enhanced their oral communication since they fostered their confidence when using the target language, making learning process more interesting and challenging.

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4. Contenidos

The content of this research study comprises five different chapters, following the requirements of the Master's in Education with an Emphasis on English Didactics, in the School of Education in Universidad Externado de Colombia. The first chapter presents the statement of the problem, followed by the research question, How do the design and implementation of workshops centred on authentic videos enhance 11th graders' speaking at Miravalle Public School in an EFL setting? as well as the general objective, To analyze the pertinence of implementing workshops centered on authentic videos to enhance students' speaking in an EFL setting; and specific research objectives: (a) to explore how workshops focused on different authentic videos foster students' speaking skill; (b) to identify the impact of authentic videos on the development of students' speaking skills; (c) to describe the process followed by the students when developing their speaking skill through authentic videos. The second chapter concerns the literature review, which explores the constructs proposed for this research: materials development, authentic materials, speaking skill; and making a link among them to highlight the importance of using authentic materials to improve speaking skills in an EFL setting. The third chapter portrays the methodological design involving both relevant aspects of the research design and the pedagogical intervention. The fourth chapter comprises data analysis and findings. Finally, the fifth chapter encompasses the conclusions and pedagogical implications; this chapter explains the results of the research process and makes suggestions for future research studies.

5. Metodología

It describes the planning and implementation of the pedagogical strategy which focuses on the use of authentic videos to foster language acquisition and improve speaking. The first part portrays the research design and the second describes the instructional design. This study focuses on determining how the design and implementation of workshops centered on authentic videos enhance speaking of 11th graders at Miravalle public school. Hence, the nature of this study

assumed the qualitative approach as it searches for understanding different phenomena in a specific context. Based on the interest of this current investigation, the type of study chosen is action research understood as a process that allows adjusting one's own pedagogical practice aimed at understanding an event or problem and thus improving our teaching performance day by day. In this sense, the participants involved in this study were a group of eleventh grade students and me, playing a multiple role, as a teacher researcher and text developer, To gather data, I selected four instruments that supported the research question and guided the analysis of the findings: students' artifacts, oral portfolio, field notes and survey.

The second section illustrates the pedagogical intervention; hence, to improve my students' speaking, I proposed the use of authentic videos centered on the learners' oral production, following the language used provided in each video and taking into account the SLA principles proposed by Tomlinson (as cited in Núñez, Téllez, Castellanos & Ramos, 2009). This is followed by the instructional objectives: the general was to implement workshops centered on authentic videos to develop 11th graders' speaking. And the Specific ones were*:* (a) To assess the impact of implementing workshops based on authentic videos in the English class; (b) to create a comfortable learning environment that stimulates students' use of the target language; (c) to provide students with strategies to use English in everyday situations. In the intervention as innovation, this methodology was innovative since I designed and implemented three workshops based on authentic videos to help my students' improve their speaking through real situations which have not been presented in the classroom. Moreover, the theory of language and language teaching that supported the implementation was the functional perspective and interactional view. Furthermore, the methodological approach that leads this study was the communicative approach or communicative language teaching, since it goal is to develop communicative competence. Additionally, the pedagogical intervention related to my research question pondered to solve some problems about the methodology that eleventh graders used to follow face in their English learning process, especially in the development of the speaking. In this sense, in the instructional stages or phases the materials designed for this study belonged to the framework proposed by different authors who guided me to came up with my own framework that comprises three phases or stages that I designed to help students improve their communication in English for this specific context: Speakernaut dream, Jump into the cosmos and Arriving and looking back.

6. Conclusiones

The design of the workshops centered on authentic videos enhanced the participants' speaking from different perspectives. First, the communicative activities fostered students' confidence when learning the target language since they identified and understood specific language presented in the videos and then used it to create their own dialogues. Students considered the videos as an interesting and useful strategy to understand how language works in real situations. Hence, Gebhard (1996) asserted that the use of authentic materials is a way to contextualize language learning, (as cited in Oura, 2007). Hence, during the implementation of the workshops learners were exposed to authenticity while watching the videos since they showed how English is used by native speakers in real contexts.

Additionally, the contact with real situations throughout the authentic videos, allowed students to increase their confidence, since they recalled expressions from different videos seen before and this allowed them to present their performances with less anxiety. In this regard, Gonzalez et al. (2015) stated that learners improve their oral presentations when they feel comfortable with the materials chosen by the teacher to guide the pedagogical processes. In this study, the students were interested in the videos selected and this helped them improve time after time their performances.

On the other hand, based on the authentic videos I used in the EFL classroom, students could get expressions from the real situations they were exposed to create their own dialogues and enhance learning language opportunities. In this respect, Herod (2002) affirmed that, "authentic learning 'materials and activities' are designed to imitate the real world situations" (as cited in Al Azr, Al-

Rashd, p. 250). Based on the videos students watched, they create their own situations to write their new dialogues using the target language with real life purposes. Likewise, Ameer (2014) asserted that using authentic videos places students in real life situations, which help them improve language acquisition. In this study, students identified the situations presented in the videos and later worked on their own performances.

Moreover, the use of English for communicative purposes was an interesting way to support language acquisition since it allowed students to model the expressions found in the videos and use the language more naturally and with intelligible speech as well. Thus, Ellis (1994) defined intelligibility as the extent of the sentences containing different kind of errors but that can be comprehended. Imitations provided students with a better knowledge of how the target language works in different situations and this made them sound more natural when they spoke in English. Finally, this research study had positive results since the data analysis showed me that creating materials based on authentic videos increased my students' speaking skill. This had an impact on my participants since they felt motivated to use the target language, creating new dialogues, and using the language more naturally and with intelligibility.

Elaborado Por:	Carolina Chawes Enciso
Revisado Por:	

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Table of Contents

Introduction

This research study analyzes how the impact of using authentic videos enhances high school students' speaking based on some non-authentic materials or workshops designed with this purpose. In this regard, the use of authentic materials in the classroom provides learners with a range of aids that stimulate their learning interest, and by this means, improve their social competences within real contexts (Bacon & Finnemann, 1990). On the basis of this perception, it was opportune to conduct this study, which took place at Miravalle Public School, with 11th graders, aged from 15 to 17 years.

Furthermore, the students' need to improve their communication skills from the school setting, and following the directions given from Ministry of Education which aims to improve learners'communicative competence in English as a foreign language (National bilingualism Program 2004 - 2019) which will be reflected in their future life and this justifies the development of this study. Besides, learners need more exposure to materials different from the ones created with academic purposes, which allow them to know different cultures and identify everyday English use in more authentic situations. For instance, the participants will need to use English in their jobs or in academic interviews after finishing high school. In sum, the use of authentic videos in this study will provide learners with real language related to their common needs and used in specific contexts (Omid & Azam, 2016).

The content of this research study comprises five different chapters, following the requirements of the Master's in Education with an Emphasis on English Didactics, in the School of Education in Universidad Externado de Colombia. The first chapter presents the statement of the problem, followed by the research question, as well as the general and

specific research objectives, some related studies about authentic materials and the speaking skills, as well as the description of the setting and the rationale. The second chapter concerns the literature review, which explores the constructs proposed for this research making a link among them to highlight the importance of using authentic materials to improve speaking skills in an EFL setting. The third chapter portrays the methodological design involving both relevant aspects of the research design and the pedagogical intervention. The fourth chapter comprises data analysis and findings. Finally, the fifth chapter encompasses the conclusions and pedagogical implications; this chapter explains the results of the research process and makes suggestions for future research studies.

Chapter I

Research Problem

Statement of the Problem

Nowadays learning English to communicate in real contexts has become a foremost aim in schools. Nevertheless, I have observed that students from Miravalle School are not aware of the importance of acquiring a foreign language. They do not find any challenge in the English class and they usually think that English is not useful for their lives and argue that they learn grammar without any specific purpose, just as their textbooks present it. Therefore, Núñez and Téllez (2009) state that identifying students' needs in their language learning will be the way to narrow the gap between what learners need to learn and the materials teachers design. Thus, to identify lack of connection between school English classes and the students' real needs, I conducted a survey and analyzed the answers to support the problem for this study.

As matter of fact, the survey applied to thirty eleventh grade students, designed in Spanish, allowed the students to understand the questions easily. It consisted of 15 questions, some of them related to English acquisition in the classroom; others, related to oral perspective and activities based on the speaking approach; in the last part, students wrote some English learning goals and made suggestions to improve their learning process. Throughout the analysis, I realized that some students' learning experience was not satisfactory. They argued that they seldom have exposure to real speaking situations or everyday language as they just solve written activities modeled in the books. Hence, it was evident that, most students have not listened to a native speaker before. Hence, a high percentage of students confirmed that the class oral performance showed a low level.

In spite of the aforementioned conditions, the students demonstrated a special interest to change written activities and increase speaking practice to help them improve their speech through native speakers' samples. Besides, they suggested activities to learn songs, watch advertisements and movies, make oral presentations where they could use the target language and play games to improve their pronunciation.

In this regard, the current study intended to demonstrate the importance of using authentic videos to increase speaking in an EFL setting. In contrast with adapted teaching activities, not many designers have made authentic material with an academic purpose (Nunan, 1999). This implies that native speakers have designed most of the tasks presented just with communicative purposes. Thus, listening to English speakers and being able to improve students' listening and speaking skills was useful and productive.

Research Question

Having identified the students' perception of learning a foreign language and their interest in improving their speaking skills through authentic materials, I proposed the following research question: How do the design and implementation of workshops centred on authentic videos enhance 11th graders' speaking at Miravalle Public School in an EFL setting?

Research Objectives

To answer the inquiry of the current study, and identify significant results through the process, I stated the general and specific objectives stated below.

General objective: To analyze the pertinence of implementing workshops centered on authentic videos to enhance students' speaking in an EFL setting.

Specific objectives: (a) to explore how workshops focused on different authentic videos foster students' speaking; (b) to identify the impact of authentic videos on the

development of students' speaking; (c) to describe the process followed by the students when developing their speaking through authentic videos.

Related Studies

I deemed pertinent to explore some related studies to structure this research concern with the theoretical constructs that support this study which are, Authentic Materials, Speaking Skills and Materials Development, described in the next paragraphs.

The first local study explores listening through authentic materials. This action research study conducted by Morales and Beltrán (2006) with students of the International Business program in a technological institution in Bogotá, intended to analyze the cause of learners' low listening comprehension level, based on class observation and questionnaires. They concluded that selecting and implementing authentic materials was the way to improve listening proficiency in that kind of population. Thus, this research allowed me to identify the goals of authenticity in teaching and learning English in an EFL setting and enrich my knowledge to select materials to foster students' speaking skills.

Another local study concerning the speaking skill was Gutiérrez's (2005) action research developed with ninth graders in a public school in Bogotá. She implemented three interactive tasks, a free conversational activity, basic oral defenses and direct observation to identify lack of practice, regarding speaking skills. With videos and audiotapes, this research evinced the students' oral communication improvement, the changes in the pedagogical practice and the attitudes towards students' learning process. In fact, using different and interesting activities made students feel more confident when using the target language in the classroom and helped them improve their oral competence in different contexts. Thus, this research provided some strategies to help my students improve their communicative competence in an interesting and confident way.

The third study carried out by Duarte, Tinjacá and Carrero (2001) was an action research conducted in a public school in Bogotá. The aim of this study was to motivate sixth graders to speak English through songs. They collected data through surveys, field notes and videos. On the one hand, they found that learners improved their pronunciation by saying many words confidently. On the other hand, they noticed that learners acquired new vocabulary; and the most remarkable, the students increased their motivation towards learning English. This research had two outstanding aspects contributing to my study: the aim at improving speaking skills and learners' motivation, and the use of authentic materials like songs and videos that helped students enhance their speaking skills.

The last local study to consider was an action research study carried out by Benavidez and González (2015), with fifth graders in a private school located in Bogotá. The practice-based project sought to develop and analyze different material that helps learners in the language acquisition. This study emerged from the teachers' concern about students' lack of interest in their learning process. The results showed that students felt better, free and confident when they use different material in the classes. The researchers used charts, teacher's journal and observation done by the teachers throughout the project. This investigation was relevant to mine, since it showed that designing materials based on students' needs are useful to improve their learning process.

At an international level, Ghaderpanahi (2012) in an action research study, implemented the use of authentic materials and real-life situations to improve listening skills of thirty female undergraduate psychology majors in Iran. As instruments to collect data, she used interviews and questionnaires, which revealed that the use of authentic materials in the EFL setting enhances learners' comprehension skill and helps students improve their listening skills significantly. Therefore, this study was relevant for me, as it

showed learners' progress in their aural memory through authentic materials leading

learners' to work on their speaking skills by understanding and using the language from

these videos.

Moreover, Gilmore (2011) conducted a quasi-experimental study with 62 second

year university students in Japan; it aimed at exploring the potential of authentic materials

to develop Japanese learners' communicative competence in English. The researcher made

a comparison between students from a group who just used a textbook in their learning

process, and an experimental group based on authentic input. The instruments used for this

research were the listening test, a pronunciation test, a C-test, a grammar test, and a

vocabulary test. The results indicated that authentic materials associated with the tasks were

more effective to improve learners' communicative competence, than the use of texts

books. From this perspective, it was a useful investigation for my study regarding the

effectiveness of authentic material in developing communicative competence built on

specific tasks when learning English as foreign language.

Setting

The current study took place at Miravalle School, a public institution located in San

Juan Bautista neighborhood, in Usme locality, in Southern Bogotá. This is one of the five

schools belonging to "Concesión Alianza Educativa", a program sponsored by the

Secretary of Education of Bogotá, which seeks to assure high quality education in

vulnerable areas of the city (Asociación Alianza Educativa [AAE], 2001). Thus, these

schools implement different methodologies aimed at improving students' learning process

and achieving learners' lives success.

Miravalle School has full-time school shift, hence students attend formal classes

from 7:00 a.m. to 2:00 p.m. They eventually have classes until 4:00 p.m., and some learners

attend afterschool specific classes to reinforce knowledge in subject areas in which they have not reached high achievement. Accordingly, this research study took place during the English class sessions, with 33 students from 11th grade, aged 15 to 17. The classroom was organized in two smaller rooms, each with a computer, which is useful for the presentation of audiovisual materials.

Rationale

As an English teacher in high school level, I observed that foreign language learning has centered on teaching rules to write full sentences, using different verbal tenses without linking them with the real use of the language. Therefore, throughout this study I expect to identify the pertinence of using authentic materials, especially authentic videos, for the development of students' speaking skill. Depending on the accomplishments of the study, other schools and academic settings can implement this strategy. Besides, I expect to strengthen my research skills for future academic research studies.

Likewise, due to the requirements of worldwide interconnection, learning English has gained relevance in schools' curricula. Hence, I consider that the use of authentic videos allows students to be in contact with real conversation in the target language and learn the proper use of the language in authentic situations linked to daily life needs. Furthermore, language knowledge allows students to communicate effectively in different contexts. In this sense Núñez and Téllez (2013) state that materials development increases the author's creativity as well as it allows its implementation and evaluation along the language learning process. Thus, this project is an interesting and innovative way to teach a foreign language at school, providing students with useful authentic and non-authentic materials to foster awareness of the connection between the knowledge acquired in school and their future studies and work settings. Consequently, and according to the aims of

schools in concession, the development of two workshops centered on authentic videos in English is an issue that relates to the request of the Secretary of Education in terms of creating strategies that help students achieve life success.

Finally, I expect to improve the methodology to teach English in public schools. Although teaching grammar is an important class issue as a requirement, it is also true that teachers must explain language structures hand in hand with their use in real situations. In consequence, the use of authentic videos in the classroom helps learners improve foreign language acquisition and aids teachers accomplish more interesting and challenging classes. To conclude, I consider that the methodology used in this study may contribute to enrich the project 'Bogotá Bilingüe' (Bilingual Bogotá) proposed by the Secretary of Education (SED, 2004) which aims to make more competitive citizens through the use of English as the target language as well as the cultural exchanges between different cultures which allow language learning.

Chapter II

Literature Review

In the last decades, the necessity of learning and teaching English as a foreign language has nurtured teaching research. In our country, the interest in doing research has increased, especially in regards to teachers' assistance during the process of appropriation of language knowledge to face real situations and communicate in English. Therefore, different theories support the reasons of using authentic materials (AM, hereafter) to improve students' speaking skills where EFL learning processes are present (Nunan, 1999). Accordingly, this study developed three theoretical constructs: Materials Development, Authentic Materials and Speaking Skills, which justify the importance of using authentic videos to enhance the speaking in the EFL classroom.

Materials Development

Materials development is a relevant matter in research studies. The evolution in this field has generated the founding of new methodology and teaching resources that allow teachers to improve students' language learning processes. According to Tomlinson (2012), designing materials refers to the process accomplished by teachers for language teaching process. Hence, design, implementation and assessment of materials allow learners to ease the foreign language acquisition through the effectiveness of appealing teaching strategies and resources to improve their learning process. Similarly, Ramírez (2004) defines materials as something used to promote learning and teaching language (as cited in González, 2010). From this perspective, the following lines argue the relevance of materials design to encourage English teaching and learning.

To begin with, Materials Development is a field of study, which analyses the effect that materials have on learning-teaching English process, since they integrate different issues applicable to current society. According to Nuñez and Téllez (2012), Materials are socio-cultural resources that allow the communication with others, with different cultures, identifying specific characteristics In other words, materials are the vehicle to understand different ways to live, to speak and perceive the world according to the rules of each culture. In this sense, Materials Development (MD henceforth) provides a high amount of information of different countries including those where English is the mother tongue.

On the other hand, MD entails the aims and the methodology to teach a foreign language in a specific context according to the learners' needs. Thus, it makes teachers reflect, innovate, create and adjust the English teaching process, in this aspect; Nuñez and Téllez (2009) asserted that designers need to be reflective, resourceful and receptive in their profession to improve their teaching practice. Nuñez, Tellez and Castellanos (2013) stated that MD, "as a field of study, demands an informed methodology that allows validating the efficiency, appropriateness and relevance of materials within the context of learning a language" (p.57). This concept converges with Tomlinson's (2008) perception of MD as a source of inspiration ruled by methodological and theoretical principles to respond to students' socio-cultural needs. Therefore, MD is a significant way to create new methodological procedures shaping language teaching and learning processes (Xiotang, as cited in Núñez, Téllez, 2015). Hence, MD is an opportunity for teachers to consider learners' needs in the light of learning and teaching theories and principles to create meaningful and challenging input and output activities, using strategies to foster effective learning settings.

Authentic Materials

Although authentic materials (AM hereafter) aim at communicating, these can be adapted for educational purposes (Nunan, 1998). Likewise, some research studies conducted have intended to demonstrate the important role of AM to change teaching practice in the classroom, as it scaffolds student's learning of a target language, as Al Azr and Al-Rashd (2014) argued in their research. Consequently, AM is an essential instrument to improve EFL learning.

Regarding different concepts of authenticity, Al Azri and Al-Rashdi (2014) assert that, "Defining 'authenticity' is a vital element for both materials designers and language teachers, who are willing to employ authenticity in language teaching in EFL classrooms" (p. 250). From this view, authenticity supports teachers' practice to make students aware of the benefits of learning English. This can foster learners' motivation and self-confidence to use the language in real situations.

Likewise, some authors define authentic material as written or spoken texts made by native people without any academic purpose but which present real daily life language. According to Herod (2002), "authentic learning 'materials and activities' are designed to imitate the real world situations" (as cited in Hamed, et al. 2014, p. 250). This implies learners' exposure to language from two perspectives: the first highlights native speech that allows students to identify how communication works in a specific context, and the second deals with daily life language, since it shows language users naturally, instead of rules designed for academic purpose. This provides learners with more options to express their ideas.

While some researchers emphasize on the use of language, others highlight the use of authentic materials for EFL learning viewed from the tight relationship between

sociological and the pedagogical aspects (Mishan, 2004). The first refers to the implementation of technology, providing teachers and learners with access to any kind of AM in any language. The second refers to the connection between the way teachers use this material, and how students acquire the knowledge to implement it in their learning process, enhancing autonomy and self-learning processes in non-classroom situations. Moreover, authenticity depends on the learners' interpretation and understanding of the language:

> Authenticity can, on the one hand, be used to refer to actually attested language produced by native speaker for a normal communicative purpose. But the term can also be used, quite legitimately to refer to the communicative activity of the language user to engagement of interpretative procedures for making sense, even if these procedures are operated on and with textual data which are not authentic in the first sense (Widdowson, 1983, p. 30).

Based on the previous concepts, the students' involvement and interaction developed during the presentation of the material depend, in most cases, on the role of the teacher, whose good performance increases learners' interaction with the material throughout activities involving authenticity. In that way, students improve their learning processes, since they realize the use of the language in real situations.

Furthermore, the need of using AM in language learning came up in research, as one of its aims, which favors the concept of actual language use. In this regard, some authors have remarked that its communicative competence did not only include knowledge of the language, but the need for contextualized communication (Beresova, 2014). In other words, the social structure and the values of a community affect the changes of speech in society, and these linguistic changes are an important matter of study when using AM.

Besides, these changes demonstrate that the use of English in everyday communication can occur inside and outside the classrooms, depending on the specific characteristics of a setting.

In addition to that, this research intends to explore how to adapt materials in an EFL context. As mentioned above, authentic materials are those not designed with an academic purpose, but used in EFL learning processes to guide students to improve their comprehension and communicative skills. As Tomlinson (2012) argued, one of the main objectives of adaptation is to make the materials more valuable and meaningful for students to use them. In addition, Gilmore (2007) stated that adapting materials is possible by varying the tasks according to the language learning purpose. Hence, adapting materials allows teachers to select information required and make it suitable for EFL learners' needs.

Besides, adapted materials help students enrich their language according to their needs; they also help teachers analyze and understand students' realities. Tomlinson and Masuhara (2004) confirm that these materials "help teachers to reflect upon their own practice and identify principles and systematic procedures for materials adaptation" (p. 14). Thus, in classroom dynamics such as, students' interaction and teachers and students' communication, students can achieve a meaningful language learning process. Furthermore, the adaptation of materials involves teachers, students, contexts, and the materials per se.

In conclusion, the importance of adapting Authentic Materials to enrich learners' comprehension and enhance the use of English in daily conversations is an identified need in the EFL classroom; that is, students must develop communicative skills when learning a

foreign language. Having in mind these considerations, the section below portrays visual material underpinning this research.

Visual materials. The world is going through an audio-visual age where the Internet is a leading means of communication to approach different cultures worldwide. In this sense, Tomlinson (2008) stated that by using printed and audio-visual material learners face the challenges of using authentic materials since they present lifelike language. This is motivating for teenagers as they face the challenge of understanding the key idea in a specific situation stimulating their interest on the tasks proposed. The videos selected for this study showed TV programs or advertisements produced by English native speakers who used daily life expressions that students recalled to create their own performances.

Likewise, when using authentic videos in the EFL setting, students associate what they listen with actions they simultaneously watch, making them interested on what they learn. Brinton (2000) confirms that the use of audio-visual material is a helpful aid for teachers since they present the world brought into the classroom (as cited in García, 2012). Hence, the videos allow learners to recognize daily life situations in the target language and recall them for using the real language in their classroom to build knowledge. In this regard, Mannan (2005) stated that the visual aids "help the teacher to clarify, establish, correlate and coordinate accurate concepts, interpretations and enable him to make learning more concrete, effective, interesting, inspirational, meaningful and vivid" (p. 108). Therefore, visual materials allow teacher and learners to have contact with the real use of language making the learning process easier and more interesting.

Furthermore, the profit of using authenticity in an EFL classroom is that students identify different situations provided by the teacher and relate them to their real context. Besides, it allows learners to recognize contexts, coherence in the speech, different

intonation, and specific characteristics of an English speaker to bring these characteristics to the classroom activities. This allows students to link the classroom language and the one used from everyday situations. In other words, Gebhard (1996) argues that authentic materials are the way to contextualize language learning, when lessons center on comprehending a menu or a TV weather report. In fact, students tend to focus more on content and meaning rather than the language itself (as cited in Oura, 2007). In this sense, leaning English is more meaningful for learners since they identify real situations and real use of the language in real contexts.

For instance, when learners watch postcards, photographs, images, song lyrics, among others, they analyze them and get information from what they see, and make a link with the target language. Gebhard (1996) conceived authentic materials as a way to contextualize language learning. Likewise, this aspect allows understanding specific information from a holistic perspective, and portrays the culture with its different characteristics. In fact, every culture has a specific way of speaking according to the location, habits, or beliefs, which makes their use of language different from others, although English is the universal tongue in all the cases. Likewise, a distinguishing context frames all the materials that students work with. It reflects where they come from and learners can adjust them, having in mind their own context.

In that sense, the videos selected suit the learner's needs emerged from a survey in which they suggested some topics, as well as the kind of videos they thought were useful for their language process. From this perspective, the following construct describes how to develop EFL speaking through authentic videos to generate productive learning environments.

English as a Foreign Language

With the fast evolution of nations at all levels, the citizens of the world adopted a target language to communicate in real situations. English turned to be the official language to connect the world to fulfill the needs generated by interconnection. The task of learning the language starts at early age in schools. Students can use video games, computers, cell phones, or other devices to learn English in a real context without being conscious of how they acquire the language and how they can transfer this knowledge from the classroom to their real-life settings. However, it is necessary to define what English as a Foreign Language (EFL hereafter) is and how to develop speaking in the classrooms, through the implementation of AM.

Firstly, EFL entails the context where the language is learned which mainly occurs in the classroom and besides, it is not the official language spoken in the country (Moeller & Catalano, 2015). Hence, in an EFL setting we cannot ignore the mother tongue completely since its use is helpful to learn the new language which is built on the previous acquired speech (Stern, 1992). Besides, in an EFL setting, the teacher is the only English speaker with whom the students have contact through the target language. In this way, it is easier for the students to link the acquisition of the new expressions supported with their mother tongue.

Moreover, teaching in an EFL setting fosters students' cultural knowledge, which can reinforce their intercultural competence. This competence allows learners to identify different aspects from their own setting and compare them with the ones where people speak English. Cultural learning encourages critical reflection and self-evaluation by using multiple sources of evidence to achieve so (Moeller & Catalano, 2015). In this basis,

learners can expand their knowledge of the target language and have the chance to know and analyze other cultures throughout different learning sources.

Having defined what English as a Foreign Language is, it is worth defining what speaking skills are and how to enhance them through the implementation of authentic materials in the classroom, as portrayed below

Speaking Skills

Speaking is one of the skills taught in an EFL setting that allows students to connect and produce ideas according to the learners' understanding. According to Fattah (2006), "It is considered as combining sounds in a systematic way, according to language specific principles to form meaningful utterances"(p. 33). Speaking follows language rules defined in the culture given and designed to improve communication among people culturally determined. Therefore, teaching speaking must focus on different aspects, which allows learners to know how the language works according to its rules and how to use them. Thus, Hughes (2011) argued that, "…a task may be carried out to help the student gain awareness of, or to practice some aspects of linguistics knowledge, or to develop productive skills, or to raise awareness of some socio-linguistic or pragmatic point" (p. 6). That is to say, teaching speaking has to be a process where learners acquire some knowledge of the structures and put that knowledge into practice to improve abilities and have productive results when they use the target language.

However, there are other essential matters involved in teaching speaking in English as a foreign language to attain effective communication. Learners need to approach interaction through the rules followed by native people in the target language (Hughes, 2011). In other words, learners may improve their communicative skills when they understand how native speakers use and apply the rules given. In addition to these aspects,

it is important to clarify that students develop speaking skills from two meaningful perspectives. The first one refers to *what* learners learn, which relates to the language functions (Littlewood, 2012). For instance, they learn common expressions to convey messages such as asking for food, or asking for a specific address using those expressions in real situations, when talking to native speakers and pointing to successful communication. The second perspective refers to the way learners develop speaking skills; this means that they gain speaking skills in a natural way (Krashen & Terrell, 1983). These two perspectives involve what students need to learn and how they are going to learn it to develop communicative skills in real situations.

In addition to these perspectives, when the students give a speech in real time, speakers have the chance to incorporate some simultaneous activities that allow them to say what they really want to convey. According to Fattah (2016), this implies that the production of speech in real time allows freedoms in terms of compensating for these difficulties. The use of hesitation devices, self-correction, rephrasing and repetition can help speakers become more fluent and cope with real time demands (p. 35).

In that regard, when speech occurs in real time, speakers can model their discourse by making use of different means that the message has itself in an effective and clear way. Furthermore, speaking has two main purposes according to the speaker's intention. The first one is transactional which is the relevance given by the speaker on how to convey an intelligible message. The second is the interactional, which claims the importance of interactive speech, such as social relations and personal attitudes when speaking (Fattah, 2016). Nevertheless, these two purposes connect relaying the communicative intention or language function.

Despite the previous explanation, it is pertinent to link discourse development with the use of classroom strategies to select authentic material to increase students' abilities in the use of the target language for real life purposes. In the process of acquiring a new language, speaking is the skill that allows the speaker to express ideas and interact with other speakers (Widiati & Cahyono, 2006). From this perspective, it is necessary to analyze the activities to perform in the classroom, which help students improve their speaking ability coherently and fluently. In this aspect, Widiati et al (2006) claimed that Communicative Language Teaching activities have the main role in the classroom as they enable learners to interact in the target language (as cited in González, Ochoa, et al, 2015). From this view, selecting suitable material and providing accurate instructions focused on speaking assures interaction in the target language.

Consequently, the materials selected for the English class sessions must help students achieve both intentional purposes. Videos such as storytelling or public speech are usually transactional and role-plays, presentations or dialogues are interactional (Widiati et al, 2006). Reflecting upon the purpose of speaking activities with the students, they could feel motivated and confident to use the target language.

Speaking sub-skills. At this point, it is pertinent to clarify that speaking, according to Bygate (1987), consists of developing three minor skills: planning, selection and production. Hence, for the planning skill, learners require to understand information and interaction routines; in other words, learners need to know the turns for speaking and the coherence given in a daily conversation. Thus, for the selection skill, learners build their knowledge and use it to say what they want to convey. Finally, the production skills refer to producing speech in real time (Fatah, 2006). In that sense, my students have the opportunity to increase their speaking skill by understanding, selecting and producing their own ideas.

Moreover, Reza (2015) argues that speaking entails the development of some micro skills known as single processes or segments such as phonemes, words, collocations, among other aspects, incorporated to achieve a compounded activity. Moreover, Brown (2004) states that:

Oral production requires a series of micro-skills such as: (a) making differences among English phonemes and allophones; (b) producing varying chunks; (c) producing English stress patterns, rhythms, and intonation patterns; (d) producing reduced forms; (e) using an adequate number of lexical units to accomplish pragmatic purposes; (f) producing fluent speech; (g) monitoring one's own oral production and using various strategies to enhance the clarity of speech; (h) using elliptical forms; (i) producing speech in natural patterns; (j) paraphrasing, and (k) using cohesive devices in spoken discourse (as cited in Mozayan, 2015, p. 2)

This means that learners need to develop specific tasks that allow them to improve their oral communication.

Based on the above, this study focuses on the development of the following micro skills: produce chunks of language with different length, produce English stress patterns and accomplish appropriately communicative functions according to situations, participants, and goals (Brown, 2001), throughout communicative activities that help students develop oral communication. By means of these activities, students will have the chance to interact using the target language, which makes them more confident when they speak in the foreign language in the classroom.

Considering the theory presented above, it is pertinent to analyze the design and implementation of the materials proposed for this study in the following chapter.

Chapter III

Methodological Design

The core of this chapter describes the planning and implementation of the pedagogical strategy to support the development of this study in a specific context. It focuses on the use of authentic videos to foster language acquisition and improve speaking. The first part portrays the research design and the second describes the instructional design.

Research Design

As abovementioned, this study focuses on determining how the design and implementation of workshops centered on authentic videos enhance speaking of 11th graders, at Miravalle public school. Hence, this section describes the evolution of the process aimed at answering the research inquiry. According to Maxwell (2013), the research design should be a thoughtful process perceived throughout the phases of the study. This chapter defines the research approach, the type of study, the participants and data gathering instruments.

Research Approach. On basis of the nature of this study, I assumed the *qualitative approach* as it searches for understanding different phenomena in a specific context. According to Strauss and Corbin (1990), the findings in qualitative approach differ from the ones derived from quantitative approach. Thus, the qualitative approach aims at the interpretation of the meaning of some events and experiences of the people involved in the research (Hoepfl, 1997). Hence, as researcher I observed, described and interpreted the data gathered in the setting where I conducted this study, incorporating my own voice in what concerned to the process and its findings. Moreover, Patton (2001) argued that qualitative approach inquires about a phenomenon in specific settings, such as a real world setting,

from which the results arise naturally. Thus, this research aims to identify how learners can improve their speaking by using different strategies, in a public educational context. Likewise, Anguera, (as cited in Sánchez, 2015) defines qualitative approach as,

> A research strategy based on a refined and rigorous contextual description of the event, conduct or situation that ensures the maximum objectivity in the catchment of reality, always complex, and preserve the inherent spontaneous temporary continuity, so that the corresponding collected systematic data, always categorical, and regardless of their orientation preferably ideographic and procedural enables an analysis to obtaining a valid knowledge with sufficient explanatory power, according in any case, with the stated objective and the descriptors and indicators to which they had access (p. 24).

From this perspective, this approach guided my research, since it allowed observing a contextualized situation, analyzing the data and validating new knowledge, which helped answer the question proposed at the beginning of the process. Moreover, according to (Ragin & Nagel, 2004) qualitative approach allows the researcher to find detailed knowledge of a specific case and analyze how things happened to make them comprehensible. Consequently, this study aimed to identify how the implementation of a new pedagogical strategy aids the development of the speaking skill in an EFL setting.

Type of Study. Based on the interest of this current investigation, the type of study chosen is *action research* understood as a process of new findings and new ways to interpret the teacher-researcher dual role. Mc Kernan (1997) affirmed that, "Action Research offers exciting new beginnings for the development for the curriculum, the profession and the person" (p. 3). Furthermore, action research is a process that allows adjusting one's own pedagogical practice aimed at understanding an event or problem and

thus improving our teaching performance day by day. In addition, this research process

intends to increase the quality of teaching and the learning of English in a specific setting.

Thus, in action research, teaching turns into educational practice through procedures within

the implementation, which constitute the educational process improving students' learning

(Elliott, 1991). From this view, the quality of learning depends on the quality of teaching;

accordingly, as teacher and researcher, I reflected upon my own practice and throughout

this study, and I got aware of the teaching and learning enhancement in my school setting.

Likewise, action research developed within a cycle or self- reflective spiral includes

some relevant stages to achieve the aims of the study. Burns (2015) affirmed that teachers

are researchers by themselves since they plan lessons and observe how students improve

their learning skills through proper resources created or adapted for the process followed in

the phases proposed in a research study. This spiral follows four main stages to accomplish

this project, as described below. The first stage of the process referred to the Planni*ng* and

the Observation, where the teacher-researcher decides what to focus on, he/she compiles

information about the matter of study, and analyses new materials and approaches to

improve the issue observed. In my case, I observed the students' need to improve their

speaking, and how the design of new materials based on authentic videos, help them to

achieve this purpose. The second stage, Acting, is based on planning and observation, and

the teacher-researcher gathers some data. In this study, I collected data related to those

needs explained above by designing some instruments that allowed me to identify some

strategies to improve speaking in my learners. Then, Analysis*:* the teacher examines reports

and shares what he/she found. In my case, I analyzed students' attitudes when they

developed the different workshops to enhance their speaking. The final stage is Reflecting:

the researcher evaluated the study results and provided new ideas to incorporate them in the

learning process. In this study, it was necessary to evaluate all the process to confirm the

effectiveness of using authentic videos to enhance the speaking skill in a specific teaching

context. The figure below explains the action research process.

Figure 1: The Action Research Cycle (NSW Department Of Education And Training, 2010, p. 3) adapted from Burns 2015
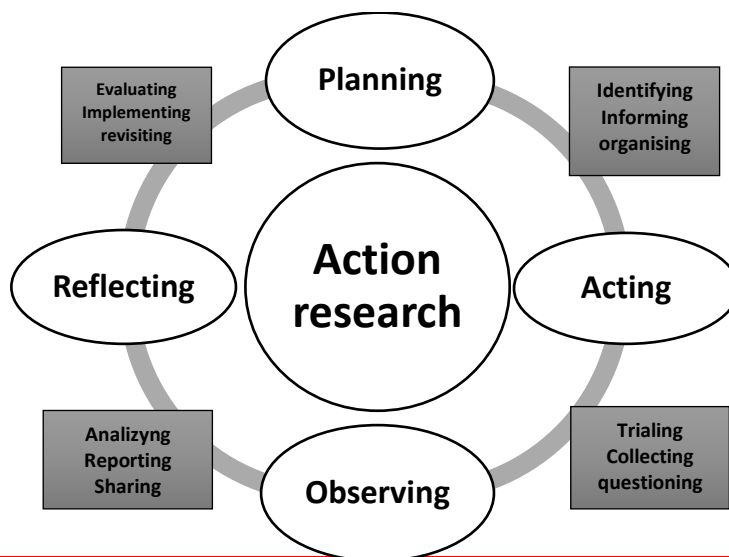
Participants. A group of eleventh grade students and me, playing a multiple role, as

a teacher researcher and text developer, participated in this study.

Students. Miravalle School has 1240 students attending full-school hours; they

attend formal classes from 7:00 a.m. to 2:00 p.m. Due to the schedule, the study took place

during the English classes with thirty-three students from 11th grade, aged 15 to 17; 21

females and 15 males. Because of the favorable conditions, I had the chance to plan the

sessions, and I was able to use the convenience sampling technique to choose the

participants. According to Tenddile and Yu (2007), "Purposive sampling techniques are

primarily used in qualitative studies and may be defined as selecting units (e.g., individuals,

groups of individuals, institutions) based on specific purposes associated with answering a

research study's question" (p. 77). In other words, the participants' selection depends on the

advantages that the researcher finds suitable to answer the questions he/she embarked on.

Moreover, as stated by Kothari (2004), convenience sampling refers to the population

elements selected based on the ease of access; hence, the sample selected for this study

consisted of 12 students arranged into three smaller groups. In the first one, some of the

learners had studied English in some institutions different from school; the second one had

high language proficiency without studying in any other place; and the last group of

learners evinced weaknesses in their English learning process.

       Teacher-researcher and text developer. I assumed two different roles as the

teacher who leads the pedagogical process and as researcher, since action research is a self-

reflective process that aims to know and understand the context where the study was

developed (Burns, 2009). In other words, doing research in the classroom allows the

improvement of the teaching practices since it is the outcome of continuous reflection about

the complexity of the learning environment, where the teacher identifies the problems,

suggests a question to tackle and observes the setting to address the changes or proposes

strategies to improve the matter (Anderson, n. d.). In this regard, Loughran (as cited in

Philpott, Scott & Mercier, 2014) argued that teachers as researchers try to understand the

relation between their practices and the impact on their learners throughout the research,

which implies to know the context, and the theories that support the findings as well.

       Having in mind that the roles of the teacher go hand by hand, the second perspective

is the teacher as text developer. This implies a combination of creativity, constant reflection

about the effectiveness of the materials used for learning the target language, and the study

of the theory supporting the validity of the materials selected or designed to improve the

matter of study (Tomlinson, 2003). Furthermore, by having the chance to become materials

developers, teachers will improve their practices as they become aware of the effectiveness of their practices to achieve students' needs, and increase their professional development, reflected in their students' progress (Núñez & Téllez, 2015). Thus, the role of the teacher as designer and researcher is relevant for learners in their language acquisition.

Data gathering instruments. To gather data, I selected four instruments that support the research question and guide the analysis of the findings.

Students' artifacts. They are instruments that show the human quality of work; their features may vary according to the research needs and their use (Mcgreal, Broderick & Jones, 1984). In teaching, artifacts include instructional materials used by the teacher in classroom settings to enhance students' learning process. The artifacts in the current study are oriented to collect information about students' production while solving activities based on listening, reading and writing, but mainly focused on the learners' speaking production, which is the core of this research study.

Likewise, artifacts aim to show the evidence that supports the students' learning process; they can demonstrate the way they acquired the target language and developed their speaking skill step-by-step. Thus, artifacts are instruments to support data gathered and to assess students' performance or work (Brown, 2002). Thus, the artifacts show the pertinence of the materials selected and the activities designed for the language acquisition.

Oral portfolio. This instrument gathers evidence of the students' progress in the target language, especially during the speaking assessment. In line with Valdez and O'Malley (1992), oral portfolio is a systematic tool to collect learners' work where its accomplishment is the outcome of the objectives intended. Therefore, this relevant mechanism allows my students to learn and assess their own progress and their classmates' since they can monitor their learning process and improve their speaking by self and peer-

assessment. Thus, there is a possibility for students to tap their performance and listen to themselves as much as possible to identify and correct their mistakes by creating new possibilities to enhance oral communication.

Likewise, Arter and Spandel (1992) defined oral portfolio as the collection of students' work that has a specific purpose and shows the learners' efforts, advancements or accomplishments, in one or different areas. Thus, when using oral portfolios students have the opportunity to improve their language and reflective skills since they are aware of their abilities for performing situations in the foreign language, which makes them feel more confident and motivated to assess and improve their work (See Appendix A).

Field notes. Thomas (2015) defines this data collection instrument as the notes taken by the researcher during the qualitative research to recall relevant attitudes or behaviors evinced in the setting during the observed session. That is to say, that field notes are a support to create new meaning of academic situations since the researcher reads and analyses carefully, what he/she exactly observed. Besides, it is an important procedure for qualitative research studies as it gathers information by writing what the researcher observes at firsthand (Give, 2008). Hence, field notes allow analyzing different aspects from the class that enrich the research process.

Additionally, field notes are descriptive reports of observations and experiences occurred in the classroom. The teacher-researcher writes in detail what he/she could observe, analyzes evidence to acquire findings, which help understand the teaching practices to make necessary adjustments. In other words, field notes are the products that transform situations, people and settings into words on a paper (Emerson, Fretz & Shaw, 1995). During each class, as researcher, I took notes of students' behavior when solving the workshops, and how they helped learners in their learning process (See Appendix B).

Survey. It is an appropriate methodology for collecting information in a specific group of people (Brown, 2001). In my study, this information was oriented towards the recognition of the students' interests and the suitable topics for learning the target language in eleventh graders in a public school. Furthermore, a survey is a research method for collecting data in which a specific group of people answer some questions with a specific objective. Surveys require selecting populations for inclusion, pre-testing instruments, determining delivery methods, ensuring validity, and analyzing results (Case, 2003).

The instruments described above were piloted with a similar population in the same school and with the same grade. Based on the responses obtained in the piloting process, it was necessary to make the necessary adjustments before implementing the instruments with the participants of this study (See Appendix C).

Instructional Design

Bearing in mind the aim of my study, there were two aspects entailing special attention: the way to present the language in the classes and the way to use it in real communicative situations. As a researcher, I could observe, firstly, the students' errors when speaking in communicative situations. Moreover, most students did not feel any challenge in their classes. They affirmed that learning grammar without having a specific purpose, as presented in the textbooks, was not enough to acquire the language. Secondly, students insisted that English is not useful for their lives; they argued that the activities proposed in their books do not meet their interests or help them improve their abilities regarding the future when they face the challenge to speak the language in real contexts.

Consequently, this section illustrates the pedagogical intervention, followed by the instructional objectives, the intervention as an innovation, and the theory of language and language teaching that supports the implementation. Furthermore, the methodological

approach underlying the pedagogical intervention, the relation of the instructional design with the research question, concluding with the instructional stages or phases.

Pedagogical intervention. The growing need of learning English as a Foreign Language has increased language-teaching activity as a matter of study bringing to light its specific relationship with materials design. From Tomlinson's view (as cited in Núñez, Téllez, Castellanos & Ramos, 2009) "Materials Development is a practical activity which involves the production, evaluation and adaptation of materials" (p, 14). Thus, this part explains the pedagogical intervention, as well as the SLA principles supporting the materials developed.

To improve my students' speaking, I proposed the use of authentic videos centered on the learners' oral production, following the language used/provided in each video. I designed three workshops based on six SLA principles suggested by Tomlinson (1998)) to create materials. The first principle deals with novelty, variety, attractive presentation and appealing content. Accordingly, the use of authentic videos presented in English, and involving daily life situations, made students feel more interested in learning English. Besides being new to them, native speakers' performance increased students' attention. This kind of material makes learners identify relevant aspects that they can use in daily conversations. Gebhard (1996) considers authentic materials as a way to contextualize language learning, when lessons center on comprehending a menu or a TV weather report. In fact, students tend to focus more on content and meaning rather than on the language itself (Akbari & Razavi, 2016).

The second principle regards learners' development of self-confidence. The use of authentic and non-authentic material creates environments that foster students' self-confidence since they are able to explore media and videos from another perspective.

Teenagers tend to enjoy learning when technological resources are included in the class. Accordingly, my study intended to show the importance of using authentic videos for learning English taking advantage of technology to acquire the target language. Thus, when the students feel comfortable with the materials and the methodology, the result turns into a good performance, more confidence and low anxiety (Gonzalez et al., 2015).

The third principle selected for my research concerned to providing opportunities for communicative purposes in L2. From this principle, my study sought to improve the students' use of the target language in everyday situations through authentic videos and the design of workshops allowing them to speak following the model given in the videos presented. Thus, communicative activities help students develop speaking skills and those activities can include information gaps, problem solving, and role-playing (Oradee, 2013).

The next principle deals with the implementation of authentic material and the way it fosters students' English language learning. As a result, the students are able to identify the gap between language input and language output, which drags them consciously or unconsciously, between their native language knowledge and the target language they are learning. Besides, they will develop better speaking skills by listening to English speakers.

The next principle cited in this research, refers to the relevance and usefulness of speaking English. In this way, students feel that learning English is beneficial and pertinent as the workshops designed and the videos selected are oriented to learners' use of the target language in real situations; for instance, job interviews, introducing people and some other daily life situations. According to Herod (2002), "authentic learning 'materials and activities' are designed to imitate the real world situations" (as cited in Al Azr, Al-Rashd, p. 250).

The last principle is concerned with the outcome of providing feedback. Since watching authentic videos and creating situations where students simulate dialogues following the language and the intonation used by the native speakers requires the teacher to design workshops that allow learners to assess their progress during the learning process. This, to correct mistakes and be able to use the target language in non-classroom situations and feel confident.

Instructional objectives. The following section presents the instructional objectives of this study.

General objective. To implement workshops centered on authentic videos to develop 11th graders' speaking.

Specific objectives. (a) To assess the impact of implementing workshops based on authentic videos in the English class; (b) to create a comfortable learning environment that stimulates students' use of the target language; (c) to provide students with strategies to use English in everyday situations.

Intervention as innovation. In regard to innovation, Nicholls stated that, "An innovation is an idea, object or practice perceived as new by an individual or individuals, which is intended to bring about improvement in relation to desired objectives, which is fundamental in nature and which is planned and deliberate" (as cited in Hall, D. & Hewings, 2001).

In the same line of thought, Núñez, Téllez and Castellanos (2012) stated that, "innovation has a major role in MD and that teacher-developed materials can be seen as an innovative practice in the EFL classroom" (p. 24). Thus, students increase their attention when solving designed activities throughout different materials interesting for them

Likewise, Markee (1997, 2001); Rudduck (1991); Willis and Willis (1996); and Wedell (2009) consider innovation as a change in teaching habits, in old concepts and views allowing teachers to accept changes, which according to the scholars, implies the area of intervention, planning and implementing the pedagogical intervention. In this regard, this is what I intended to do through the implementation of the current study. As a teacher-researcher, I had the chance to know my students' needs and interests, and the characteristics of the setting. Accordingly, I planned and implemented my pedagogical intervention.

Although some teachers in my school have used videos to explain language structures or encourage students to acquire new vocabulary, the strategy selected for the current study emphasizes on the enhancement of the students' speaking. Therefore, I consider this as an innovation since I designed and implemented workshops based on authentic videos to help my students' improve their speaking through real situations.

Theory of language and language teaching. The view of the nature of language that underpins the design of the workshops is the functional perspective proposed by Tudor (2001). From this view, the role of language is to do things within a social context leading learners to use the target language effectively in specific real situations.

Furthermore, one of the goals of teaching English is enabling learners to use the language to express their ideas. Thus, the aim of this research is empowering learners to communicate in English based on what they listen, and analyze if the language presented in each authentic video meets the learners' needs and context. Additionally, Tudor (2011) affirms that this perspective deals with the uses that learners have to make of the language to attain functional goals such as performing an academic task (reading a specific text) or professional task (answering the phone, giving information to customers). From this view,

eleven graders from Miravalle School used English to communicate with a specific

purpose based on the language presented in the authentic videos throughout the workshop

designed for this matter.

On the other hand, Richard and Rodgers (2001) suggest different theoretical views

of the nature of language; the one selected for this study was the *interactional view* since it

boosts interpersonal relations and social interaction. This implies that the learners receive

and convey authentic messages in real situations. Furthermore, Rivers (1987) argued that,

"students achieve facility of using a language when their attention is focused on conveying

and receiving authentic messages" (p. 4). For this reason, this research focused on the

performance of real situations in the classroom, where the teacher provides students with

strategies to use the target language that helps them to improve speaking skill.

Methodological approach underlying the pedagogical intervention. The

Communicative Approach or Communicative Language Teaching (CLT, hereafter) is the

approach underpinning this study. Hymes (1972) argued that the goal of language teaching

is to develop communicative competence. Therefore, learners use the target language to

communicate effectively in real contexts. This author states that a competent language user

not only knows the commands or the grammar and vocabulary of the selected foreign

language, but applies linguistic knowledge correctly in many different social situations.

Thus, using authentic videos provide learners with the language required for performing a

range of dialogues in different contexts where they can interact.

In this regard, it is worth highlighting that CTL has some characteristics that enrich

the current study, since learning the language is not just studying structures but studying it

as the vehicle of interaction and communication (Richards, & Rodgers, 1986). Thus, this

approach allows learners to use the target language based on two communicative perspectives: the first one supports *what we learn,* revealing that students do not learn isolated structures, but language functions; in other words, how to communicate with the vocabulary and structures learned. The second perspective focuses on *how we learn* and emphasizes on students' natural abilities or the need to learn a language just for communicating without following a specific instruction (Littlewood, 2013). Consequently, my students watched and listened to authentic communication in real contexts, trying to understand and imitate what they heard being aware of what native speakers conveyed and how they used the language in daily communication.

Connection of the pedagogical intervention with the research question. The pedagogical intervention relates to my research question pondered to solve some problems about the methodology that eleventh graders used to follow face in their English learning process, especially in the development of the speaking skill. Therefore, SLA principles support the activities created to improve this process through novelty, and authentic videos, which help them to use English in different daily life situations.

Likewise, Richard (2005) argues that "while the preparation of instructional materials might appear to be an essential practical activity, materials will inevitably reflect a theory of the nature of language, communication or language use" (p. 2). Therefore, along this chapter, the theory presented supports the design of the workshops, which aim to enhance learners' speaking in the target language.

Instructional stages. I will develop this study taking into account the following:

Proposed Materials Development Framework. The materials designed for this study belong to the framework proposed by Graves (1997) which suggests some stages that teachers ought to consider when making their own materials.In this line, and having in

mind the condition of my school and the way students learn a target language, I took into

account the following components: a) needs assessment; b) setting goals and objectives; c)

content; d) selecting and developing materials and activities; e) organizing content and

activities; f) evaluating; g) resources and content (as cited in Núñez and Téllez, 2009).

These stages allow the teachers to use their creativity to develop their own teaching

materials based on what learners need in their language acquisition. Therefore, I came up

with my own framework that comprises the following phases or stages that I designed to

help students improve their communication in English for the specific context where this

study took place.

Speakernaut dream: This stage refers to the presentation of the research study to all

the academic community, eleventh graders, students' parents, the school principal, and the

manager of the Asociación Alianza Educativa. This stage is the description of the process

and the role assumed by both the students and the teacher. Each member of the community

needs to know, understand and sign the consent form allowing the teacher to conduct the

research study. Teacher explains what her research is about and clarifies some aspect to

have in mind during the investigation (See Appendix D, E and F).

Jump into the cosmos: In this part, the teacher implements the workshops designed

to enhance the speaking among eleventh graders. For this matter, each workshop includes

four sections. The first three sections aim to work on three communicative skills (listening,

reading and writing) to provide learners with some resources that help them to go on to the

fourth section where they have to use the target language in real situations based on what

they have worked along the workshop.

Arriving and looking back: This stage reveals how the implementation of

workshops based on authentic videos enhanced eleventh graders' speaking. The

instruments selected for this process provided evidence of how students worked and felt during the time of the application of the research study. Additionally, the research findings opened new opportunities for making changes in terms of methodology to teach English as a foreign language by constructing knowledge based on the classroom experience.

The stages designed for this investigation are based on the findings from different research studies such as Graves (1986); Masuhara (1998); Nuñez, Tellez, Castellanos & Ramos (2009) who proposed different frameworks for the design of materials with specific components that guide the whole process. The first one is carry out a needs analysis, then to establish the objectives and develop the activities and finally, to evaluate the material. From this perspective, and as mentioned above, I designed my own stages that supported the way to make and implement the materials.

Implementation of the materials. The workshops were piloted with eleventh graders in the same school. The population selected has the same characteristics as the chosen group for the implementation.

Based on the piloting, I could identify some difficulties in respect to the way the instructions were given; the length of the videos and the volume that each one has to make them easy to understand. I realized that all the activities needed clear and short instructions, which help my students to use the language naturally. On the other hand, I saw that learners felt confident when watching the videos and performing the ones they created since they were using real language in real situations. After the piloting, it was necessary to make some changes in the workshops and I had to edit the videos.

Sample. The following is the sample of the second workshop designed to enhance students' English learning process, and more specifically, for them to communicate in the target language through authentic materials.

Externado de Colombia University

Master's in Education with Emphasis on English Didactics
Workshop 1
Introducing People

General Objective: To introduce people in formal and informal life situations

❖ *Specific Objectives***:**

a. To identify different formal and informal situations for introducing people

 b. To use language related to greetings and personal information taken from the videos

Warm up

Look at the following words or phrases and unscramble them to write the correct

words to introduce people.

Learning strategy: make associations and relate information

ih : _____   morf: f_____

remomota: r_____   cander: d_____

neci: n_____   brifoyned: b_____

teme: m_____   sugy: g_____

mane: n_____   cexidet: e_____

PART I Listening

Did you know that…?

There are formal and informal greetings that
determine the situations

Learning strategy: Using imagery

Watch the two first videos and find the following information guided by the teacher

https://www.youtube.com/watch?v=789juoKP1Ss (1:47)	https://www.youtube.com/watch?v=ve-hDzwPvUw (0'26)
- What is the situation about?	- What is the situation about?
_____ _____	_____ _____
- Who is being presented? why?	- Who is being presented? why?
_____ _____	_____ _____ _____ _____
- Find different ways to greet	
_____ _____	- Find different ways to greet
- Find three possible follow-up questions you can make when meeting a new person.	_____ _____ _____ _____ _____
_____ _____ _____ _____ ___ .	
https://drive.google.com/file/d/0B8Ap3s5vJJcpbDlLR0Z6YkpNU0U/view?usp=sharing	

What is the situation presented?

--
Who is the girl talking about?

--
What are the most important things about the coach?

-
What does he like doing?
_____
_____
___

Did you know that…?

Verb to be is used to describe people, feelings or facts. Example**: I am** sad**, she is** excited**, and they are** my parents**.**

PART II Reading

Read the complete scripts of the conversations to understand the different expressions used for introducing people. Remember to:

- Highlight the expressions you listened to from the videos
- Pay attention to spelling
- Find in the texts other expressions that are useful for creating your own dialogue

Learning strategy: Getting the idea quickly

https://www.youtube.com/watch?v=789juoKP1Ss **Joe's New Roommate – Friends**	https://www.youtube.com/watch?v=ve-hDzwPvUw **Sues Boyfriend - The Middle**
Joe: Hi everybody, I'd like you to meet Janine. She's gonna be my new roommate.	Sue: Mom, Dad, this is Brad my boyfriend.

chandler: hi

Janine: hi

Joe: she's gonna live with me

Monica: it's nice to meet you Janine….

Janine: Le Croix, Janine Le Croix

Joe: I didn't know that. What a pretty last name.

 Ross: so, where are you from?

Janine: Australia, I just moved here a couple of weeks ago.

Joe; from the Land Down Under? I didn't know that either!!

Chandler; so, what do you do?

Janine: I'm a dancer

Joe: you're a dancer????

She's a dancer!!!!!

Janine: I think I'll go and unpack

Mom: (be cool)

Dad: yeah!

Mom: Hi Brad

Brad: Hi you guys. Oh my gosh! I'm super excited to finally meet my GFsP's (Girlfriend's parents. I look at it up later)

Mom: well. We are so excited to meet you too, Brad. Aren't we Mike?

Dad: yep

https://drive.google.com/file/d/0B8Ap3s5vJJcpbDlLR0Z6YkpNU0U/view?usp=sharing

I would like to tell you three things about my gymnastics coach Ron. The three things are that he's compassionate, strong and funny. He's my hero because he's always there for me; he takes care for me and makes sure that I'm safe.

The first thing about my hero is that he has lots of muscles. He's very tough.

The second thing about my hero is that he's compassionate. He's compassionate because he helps get better at the skills I need to do. He's also compassionate because he pushes me hard to get better. My coach also works every day to teach gymnastics. That's why he's my hero.

The third thing about my gymnastics coach is that he's funny; my hero is funny because he

Did you know that…?

The structure of a simple argumentative text is: thesis, organized arguments and conclusion.

> loves joking with me. He also sings and dances to a good 80's or Michael Jackson move.
>
> These are the reasons why my coach is my hero, he´s compassionate, funny and strong.

PART III Writing

Write a short dialogue to introduce your friend, using the expressions you got from the videos. Remember that:

- You can imitate the situations from the videos
- You can combine the expressions in different ways writing an appropriate conversation

Did you know that…?

"**gonna**" is the informal way to use "**Going To**" for describing future plans. Example: **she's gonna** live with me, **I'm gonna go to Europe.**

Learning strategy: Recombining

PART IV Speaking

Activtiy 1 Practice the dialogue with your partners. Remember to:

- Use the expressions and try to imitate the pronunciation
- Watch the videos as many times as you want to get the correct pronunciation of the expressions.

After practicing, perform your dialogue in front of your class. As you are acting, use the language as natural as you can. Remember to

- Be careful with the intonation and pronunciation used with these expressions.
- Try not to read because it gives you fluency and naturality.

Learning strategy: Recombining

Activity 2

Choose a famous person who you really like and introduce him/her to your classmates. Remember to:

- Use personal information

- Work based on some expressions given in the videos

- Use visual aids (posters, photos)

Activity 3   **Learning strategy**: Practicing naturalistically

In groups of three students, introduce your mates as if they do not know each other.

Remember to:

- Use real information about each one

- Work based on the language and expressions used in the videos

- Sound as natural as possible

Learning strategy: Practicing naturalistically

Activity 4

a. Choose an important person for you and ask him/her about some personal information

b. Organize the information using the language watched in the videos

c. Record yourself introducing that person

Learning strategy: Practicing naturalistically

Activity 5

Listen to yourself and write what you felt when you listened to yourself again (it could be in Spanish)

Activity 6   **Learning strategy**: identifying one's mood and anxiety level

Listen to a classmate, record him/her and make some suggestions orally based on what you heard

Assessment

The partners and teacher provide feedback. Everyone in the audience listens to the performances and provides one positive comment first, then classmates make suggestions based on the recommendations given before.

Self-assessment

Read the following items evaluating the activity and your performance.

My workshop… *Mi taller…*	Yes ☺	No ☹	it can improve 😐	Comments
offers a variety of oral communication tasks. *ofrece una variedad de tareas de comunicación oral.*				
has a useful content. *tiene un contenido útil.*				
promotes the application of learning strategies that help me do or solve the activities. *promueve la aplicación de estrategias que me ayudan a hacer y resolver las actividades.*				
sequences the learning activities gradually so that I feel confident in the learning process. *presenta una secuencia gradual de actividades que me dan seguridad en el proceso de aprendizaje.*				
provides opportunities to learn from both my classmates and the teacher's observations. *promueve oportunidades para aprender de mis compañeros y de las observaciones de la profesora.*				
Enhances Speaking skill *Mejora la habilidad de habla*	Yes ☺	No ☹	it can improve 😐	Comments
helps me identify language related to introducing people. *me ayuda a utilizar lenguaje relacionado con la presentación de personas.*				

	Yes ☺	No ☹	it can improve ☺	Comments
allows me to use the language for introducing people *me permite usar el lenguaje para presentar personas.*				
provides me with opportunities to communicate with specific purposes in English, fostering thereby language use. *me da la oportunidad de comunicarme en inglés con propósitos específicos, mejorando así el uso del lenguaje.*				
helps me improve pronunciation and intonation based on real language use *me ayuda a mejorar la pronunciación y entonación basado en el uso real del lenguaje.*				
Using Authentic videos *Uso de videos auténtico…*	**Yes** ☺	**No** ☹	**it can improve** ☺	**Comments**
helps me to imitate real world situations. *me ayuda a imitar situaciones del mundo real.*				
allows me to identify how communication works in a specific context with daily life language. *me permite identificar cómo funciona la comunicación en un contexto específico con lenguaje de la vida diaria.*				
favors the real use of the language. *favorece el uso real de la lengua.*				
offers the opportunity to interact with the material with activities that show authenticity. *ofrece la oportunidad de interactuar con el material a través de actividades que muestran autenticidad.*				

Communicative approach ... El enfoque comunicativo…	Yes ☺	No ☹	it can improve ☺	Comments
helps me to develop the communicative ability. *me ayuda a desarrollar la competencia comunicativa.*				
allows me to use the target language to communicate effectively in real contexts. *me permite emplear la lengua meta para comunicarme efectivamente en contextos reales.*				
gives me opportunities to use the language as a vehicle for interaction and communication. *me da oportunidades para experimentar y usar el idioma e interactuar en situaciones reales.*				

Designing and implementing materials imply to follow different stages that give

account of the development of students' language learning. The materials selected,

designed and implemented in this research had the purpose of enhancing students'

speaking. Thus, it was relevant to analyze the findings that are shown in the following

chapter.

<p style="text-align:center">Chapter IV</p>

<p style="text-align:center">Data Analysis</p>

Data Analysis Procedure

This research was implemented with 37 students of 11th. grade but only 6 of them were analyzed having in mind the time and the data gathered. Thus, this analysis was developed based on the Grounded Approach, which seeks to show the conditions of the data analysis as well as how actors respond to changing conditions of their learning process (Corbin & Strauss, 1990). In this sense, the triangulation increases the credibility that the research has (Patton, 2002). Hence, for the analysis, it was necessary to transcribe data collected in the students' oral portfolio. In this stage, I underlined and listed the relevant words found in each instrument. After that, I used some key words that helped me group them considering the similarities found. On this basis, I stated some preliminary categories emerged, and I used color-coding technique to organize further data. Finally, I designed a data display, which allowed me to identify the salient aspects found in the first cut analysis. Those categories kept on changing as the analysis became deeper and I ended up with the final categories explained below.

Research Categories

Two categories and their corresponding subcategories emerged from the analysis of data that help answer my inquiry: How do the design and implementation of workshops centred on authentic videos enhance 11th graders' speaking at Miravalle Public School in an EFL setting? These are presented in the table below.

Watching Authentic Videos: Being in Contact with Real Situations	Communicative activities foster students' confidence when learning an L2
	The design of materials focused on real use of the language enhances learning opportunities.
Using English for Communicative Purposes: An Interesting Way to Support Students' Language Acquisition	Imitating expressions found in videos leads to speaking more naturally
	Pronunciation and intonation support the speech intelligibility among learners

Watching authentic videos: being in contact with real situations. This category refers to the way authentic videos allow learners to interact with real life situations. Authenticity, according to Widdowson (1983), refers to the language produced by native speakers for communicative purposes. Moreover, according to Herod (2002), "authentic learning 'materials and activities' are designed to imitate the real world situations" (as cited in Al Azr, Al-Rashd, p. 250). In this regard, authentic videos provide learners with a range of daily expressions that reflect real contexts. Likewise, Ameer (2014) states that authentic videos help improve learners' skills in the foreign language and affirm that using this kind of material places students in real life situations. Thus, during the implementation of the three workshops, I could observe that students found the videos useful since these showed real situations with people they are familiar with, and use the target language to communicate with specific purposes; the same purpose students had when creating their own dialogues.

When students identify the real use of the language, it becomes more interesting for them to learn. In this matter, Rivers (1987) asserts that when learners receive authentic

messages it is easier for them to use the target language. Indeed, when students watched the authentic videos, they paid special attention to the expressions they were being exposed to and used them in their own conversations. Additionally, Bacon and Finnemann (1990) argued that the use of authentic materials in the classroom provides learners with a range of aids that stimulate their learning interest, and by this means, improve their social competences within real contexts.

Thus, this category yielded two subcategories that explain how students solved the workshops based on the use of authentic videos. The first one is related to how communicative activities foster students' confidence when learning the target language. The second one refers to how the design of materials focused on real use of the language enhances learning opportunities. These two subcategories are explained below:

Communicative activities foster students' confidence when learning an L2. This subcategory contributes to answering the research question as it shows that eleventh graders felt more confident when they understood the expressions given in the videos and later they could use them to create their own dialogues. In this respect, Gonzalez et al. (2015) argued that when students feel comfortable with the materials selected, their performance improve due to their confidence increase and their anxiety decrease. In the current study, the students became more aware of the language used in daily life situations by watching authentic videos, which helped their language learning significantly. On that basis, I observed how students used the expressions found in the videos to create new communicative activities, as shown in the oral portfolio.

ST. 1 Both listeners and speakers seem to understand each other so the conversation looks natural.	This activity was done just with the teacher	Tr understand what he wants to say, he enjoys when he uses the target language

Oral Portfolio - First workshop – performance 2 – March 9th); [*sic*]
https://drive.google.com/file/d/0B5-nRPM2sgZbOFhFYTlFN1NFREk/view?usp=sharing

ST.2 Speaks naturally when using the language	Today I talk about my best sister is Jenny. She was born on the 27 of abril Bogotá . she has black hair and gray eyes. Also her hair is small. Jenny is my favorite sister because always she help me in the all situations and her personality is only in the world. She is an example of life because overcomes difficulties, is a woman very intelligent, she say me different advice when I need it. For me, she is an special and helpful person and is my confident. For this I love it	Observation: she uses the language more naturally. She seems to feel comfortable speaking in English

(Oral Portfolio - First workshop – performance 3 – March 15th) *[sic]*
https://drive.google.com/a/alianzaeducativa.edu.co/file/d/0B5-nRPM2sgZbbmVYSjhOWVZzREU/view?usp=sharing

ST 6 demonstrates connection between questions and answers.	*welcome to Roldans' pizza can I help you?* *hi! Let me have a pizza with mushrooms a lot of cheese and tomatoes and ___* *let me have the strawberry juice* *yes miss* *give it to me please*	There is coherence along the performance, he likes speaking in English

(Oral Portfolio - second workshop – performance 3 – May 16th) [sic]

Based on these observations, I could notice that when students identified real

situations throughout the videos, like introducing people and asking for food as evinced in

the excerpts above, they knew the correct expressions and were able to use them when

communicating their own ideas in the target language. This is evident, for example, when

student 6 says 'welcome to Roldan's Pizza, can I help you? And his partner answered using

the expression learned in the video, Let me have …. / and Give it to me please. As

observed, although students made some mistakes, it was useful for them to follow the

structures presented in the videos; then they could talk about someone important for them

or ask for food in an easier way. In doing so, the more students understood each situation,

the more they improved their communication, as observed in the excerpts taken from the

field notes:

Ss watch and listen to the second video; they easily identify the situation presented When Ss come into contact with this kind of activities, they can understand easily different situations helping them to feel more confident

(Field notes - First workshop – reading 3 – March 10th); [sic]

Ss perform their dialogues based on the language worked in the last sessions; some of them have some problems with the intonation and the pronunciation

Ss do not seem to feel confident when they perform in front of the class, they need to do this kind of activities more frequently creating real situations that allow them to use real language

(Field notes - First workshop – performance 2 – March 9th) [sic]

When self-confidence increase, Ss feel they can do it each time better

(Field notes - Third workshop – performance 2 – June 12th) [sic]

On basis of the excerpts taken from the field notes, I realized that watching the second video from the first workshop helped students understand the situations becoming familiar to them. Nevertheless, although learners had more chances to comprehend different events in the other videos found in the second workshop, they did not feel confident when performing their dialogues; but during the performance in the third workshop, students became much more confident as they were able to use expressions from the three workshops to present what they had planned. Therefore, when learners had more contact with the real situations presented on the videos, their confidence increased since they could use these expressions to create their own dialogues. In this respect, Littlewood (2013) emphasizes on the learners' natural abilities to learn a language for communicating their ideas. Thus, when learners did not feel anxious, they could communicate their ideas in a similar way as the people from videos did. They performed each dialogue in a fun way using different aids to get closer to the real situations. For achieving so, it was important for them to play the videos, as many times as possible to get the language they needed to create their dialogues.

In this regard, the first survey, conducted after solving the first workshop, sought to capture students' opinions regarding the materials designed and the videos selected to

improve their language acquisition in a different and challenging way. In this view, the

following questions show how the first workshop focused on communicative activities

which were based on what students had planned to perform in class.
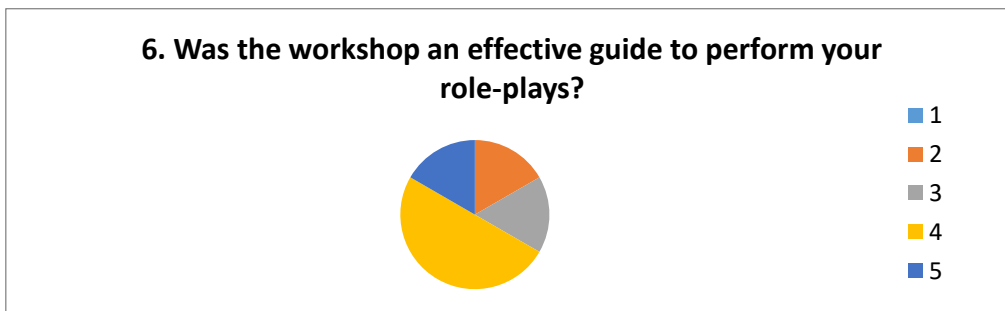
(Figure N. 1 Survey 1 - March 29th)
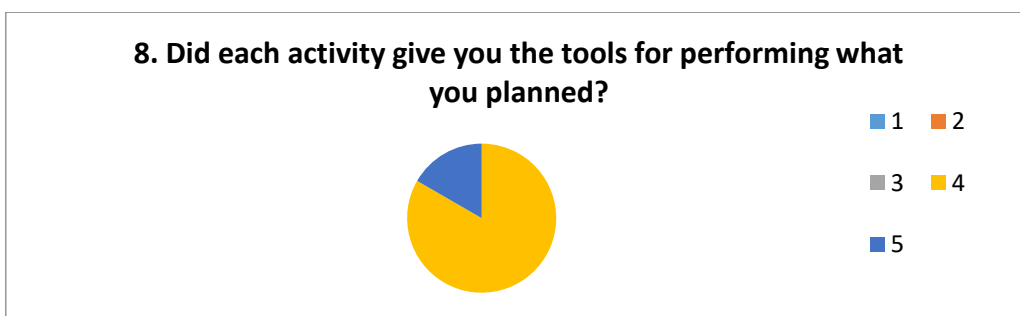
(Figure N. 2 Survey 1(March 29th)

Most students found that the workshop helped them perform their role-plays, and

the activities designed provided them with the tools to present what they had planned.

Besides, as teacher researcher I could infer that when the instructions in the workshop were

clear, it was easier for them to act out their dialogues. Likewise, using different aids such as

the videos and the readings also helped them understand the situations better, which made it

more attractive and interesting for them. In this respect, they asserted that developing the

workshop was fun and creative, since they had the chance to record their voices and listen

to themselves speaking in English, which made it more didactic for them.
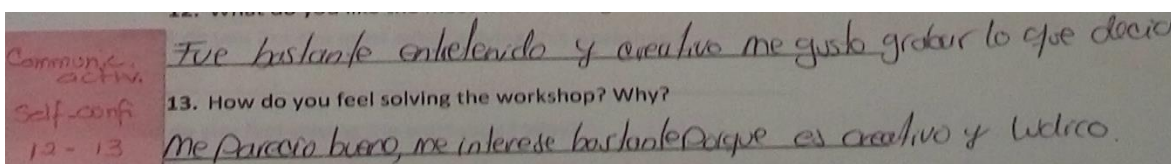
(Taken from the Survey 1, student 5 - March 29ᵗʰ);

Thus, students liked the way the activities were planned and guided; they became more aware that acquiring a second language was interesting and didactic since they had the opportunity to use tools that made them feel more at ease when doing so. In this sense, Gonzalez et al. (2015) argues that when the students feel comfortable with the materials and the methodology, the result are better since learners feel more confident and less anxious.

Additionally, the research carried out by Gutierrez (2005), confirms that the changes in the pedagogical practice lead to changes in students' attitudes towards their language learning process. Moreover, Hymes (1972) affirms that a competent speaker can use the language in many different social situations. In this regard, I could infer that using authentic videos allowed my learners to improve their communicative competence since they had contact with real situations by watching and understanding how communication works in specific contexts and this was a different and new way for the students to be exposed to the target language. This is reflected in the self-assessment section found in the artifacts below.

(Evidence taken from artifact 3 -student 3 -Self-assessment);

(Evidence taken from artifact 2 - student 5 - Self-assessment)

In these excerpts, student 3 affirmed that the third workshop 'had great tasks' for improving his oral communication and student 5 asserted that the second workshop included learning strategies that helped him communicate in English.

Based on the samples that support this subcategory, I can conclude that the communicative activities that I designed fostered students' confidence when learning an L2 since the workshops were based on the use of authentic videos that showed real situations, which allowed learners to understand how language works in different contexts. Therefore, the materials used and how they were presented, were a fundamental aspect to make students feel motivated and confident when communicating in the target language.

The second sub- category explained below shows how the design of materials based on real use of language enhances learning opportunities.

The design of materials focused on real use of the language enhances learning opportunities. This subcategory enriches this category since it is based on how the comprehension activities designed in the workshops allowed students to understand the situations presented in the authentic videos. Ramírez (2004) defines materials as something used to promote learning and teaching language (as cited in González 2010). In this regard, Tomlinson (2012), states that designing materials refers to the process accomplished by teachers for language teaching processes. Likewise, Oradee (2013) argues that communicative activities help students develop speaking skills and those activities can include information gaps, problem solving and role-playing.

Thereby, it was relevant to design activities that allowed students to create new situations based on the authentic videos they watched. In that basis, I could observe that students created different situations by being able to watch the videos as many times as needed to understand and catch the expressions used. Thus, the tasks designed aimed to give students different opportunities to enhance their speaking skill as shown in the artifacts below taken from the self-assessment proposed in each workshop where the design was evaluated
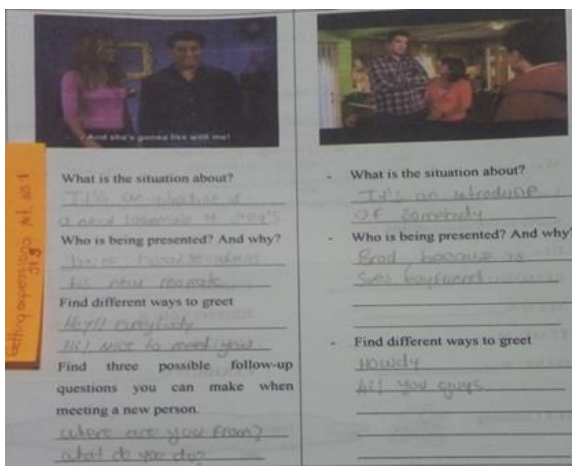
(Evidence taken from artifact – First workshop - student 5)

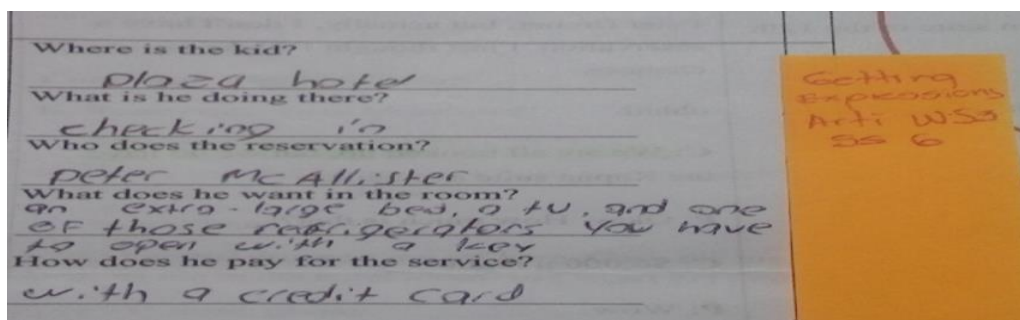*(Evidence taken from artifact - Second workshop – Ss 6)*

In the excerpts above, student number 5 affirmed that the workshops helped them to solve the activities by teaching them the vocabulary according to the context. Besides, student number 6 stated that the strategies used in the workshops were broad and complex which allowed achieving better communication in English but student number 1 said that there was a lack of vocabulary, so the workshop promoted the application of learning activities but it was necessary to incorporate more vocabulary. Based on the students' comments, it is pertinent to mention that when students were watching the videos, the teacher asked different questions that guided them to comprehend the situations and the language used in each performance. Therefore, students had the chance to listen as many times as possible to the specific parts proposed in the workshops so that they could use that information to create their own dialogues. In this sense, Xiotang (as cited in Núñez & Tellez, 2015) asserts that Material Design is a significant way to create new methodological procedures shaping language teaching and learning processes. In this regard, in the artifacts below the reader can observe the activities that guided students to understand the language and in that way create new situations.

(Evidence taken from Artifacts – student 4 Second workshop
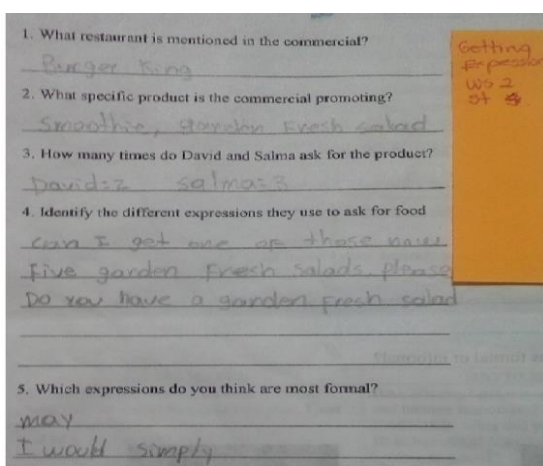
(Evidence taken from artifact student 5- First workshop)

(Evidence taken from Artifacts student 1– third workshop)

Thus, students solved different question based on their listening comprehension. In the first workshop, student 5, found all the information presented in the videos and answered each question about the characters and the ways to greet, so that they could infer other expressions used to introduce someone. The same happened in the second workshops where student 6 answered some questions about the restaurant, the products and the different ways the characters asked for food. Therefore, answering these specific questions I could observe that the students were able to understand the contexts where the dialogues took place and the expressions used.

As mentioned above, before creating their new dialogues, it was important for the learners to comprehend the situations and the language presented in each video. Thus, Gebhars (1996) asserts that when learning is centered on understanding authentic expressions, language learning is contextualized. In doing so, student 6 understood the situation, got the expressions to answer each question and wrote specific information about the hotel, how it was going to be paid, and the room characteristics that the boy wanted to have. To make students achieve this comprehension, it was necessary to listen to the videos several times and understand what was happening; students gave different opinions and watched the video again to finally, understand the language seen, as presented in the sample taken from the field notes.

> Tr starts with the video of friends "Joe's new roommate" they watch the complete video once, Tr ask the question: What is the situation about? Some Ss answer:" está presentando a una amiga "When students answer by following the video, they start with single words, but they listen again until they can say complete sentences without reading
> When they use Spanish to answer teacher's questions, she always uses the expression "in English, they said that but in English, how was it?" And the Tr. plays the video again where the answers are.
>
> Tr plays the video again and guides them to use English, so she goes back again and again to the parts where the answers are found for each question given, so Ss can answer in English using the language from the video.

(Field notes – Workshop 1 – March 2nd) [sic]

When the teacher guided students to find the answers understanding the language, they could get specific expressions that allowed them to identify what the speakers were saying. In this regard, the field notes belonging to the first workshop showed that when the teacher asked about the situation, students answered in Spanish but they could identify what was happening and then, the teacher guided them to say their answers in English. In this respect, Stern (1992) argues that it is relevant to use the mother tongue since learners build

their new knowledge based on their previous acquired speech. Therefore, to help students

use the target language, the teacher played again, and again the videos until they got the

expressions required for this task. In that sense, they took those expressions for their

presentations having in mind the scenes they had seen. This analysis also emerged from the
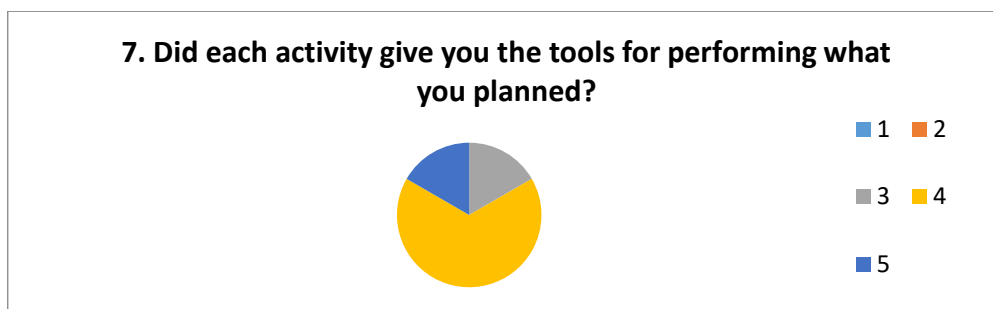
following questions taken from the surveys:

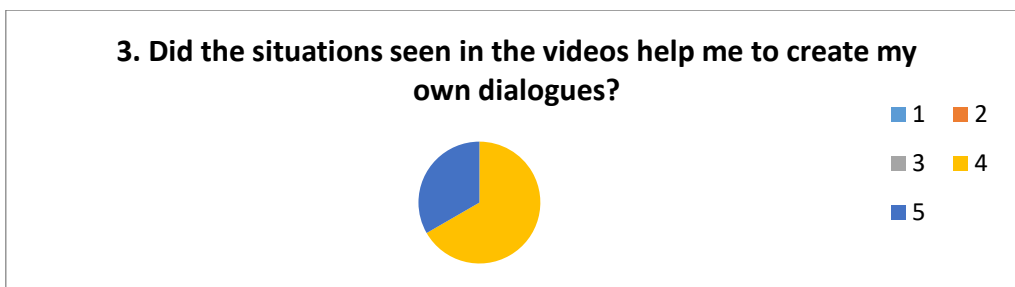*Fifure n. 3 Ssurvey 1 – march 29th)*

(Figure N. 4 survey 2 – june 16th)
        According to the survey 9th, the majority of the students asserted that each activity

proposed in the workshop had the tools that helped the group to perform what they had

planned; therefore, it was important for some of them to write the dialogues before

speaking. Thus, I could infer that guiding students' comprehension while watching the

videos and getting specific information helped them to write and perform their new

dialogues, which showed similar situations as the ones presented in each video.

        Therefore, and according to Núñez and Téllez (2012), materials are socio-cultural

resources that allow communication with others, with different cultures, identifying specific

characteristics. This implies that materials were an important tool for learners to understand

the language in specific contexts. This was evident in the last survey.

2. Did the videos show me daily life situations and allow me to understand the target language?

(Figure N. 5 Survey 2 –june 16th)

3. Did the situations seen in the videos help me to create my own dialogues?

(Figure N. 6 Survey 2 – june 16th)

Analyzing the students' answers, as researcher I could notice that most of the students affirmed that the videos had showed real life situations which helped to comprehend the target language and in that way create the dialogues to be performed later. Nevertheless, when learners needed to create their own dialogues, in some cases, they relied on their previous knowledge but one of the most relevant characteristics was that some students went back to the videos seen in the previous workshops to complete the expressions they wanted to use, as can be observed in the oral portfolios below:

Combine different expressions from both videos to create a different dialogue.	Hi everybody my hero is my mom	He starts his presentation by using the first video and introduces his mom based on the third video

(Oral portfolio – First workshop – Ss 3 – march 15th)
https://drive.google.com/open?id=0B5-nRPM2sgZbNXZVbU94TVpqSXJsSU1EZV9QMFRRU05WQWlr

Use of previous knowledge to complement their conversation.	let me have some --- please	She uses the word she already knows and mixes it with the ones seen in the videos

(Oral portfolio – Second workshop – Ss 2 – may 23rd) [sic]
*https://drive.google.com/open?id=0BwSiz_rR1bU9YjA1QVlvY19ZN0U*

Use previous knowledge to complement their conversation.	what???? is it correct?	He uses different expressions that he already knows

Oral portfolio – third workshop – Ss 4 – May 23ʳ [sic]⁻
*ᵈ*https://drive.google.com/file/d/0BwkkSv4wB1EVeVdDZ0NrczRUajA/view

That is the case of student number 3, in the first workshop, who started his

presentation using the expressions from the first video but he continued it based on the third

one. Something similar happened with the other two students in different activities; they

based their presentation on the videos watched but they recalled expressions they already

knew to complete their presentation. The samples above helped me comprehend the

relevance that authentic videos have for teaching as well as the design of communicative

activities which allowed eleventh graders to increase their self-confidence when learning a

target language and how by understanding real situations they could create new dialogues.

This can also be evident in the following excerpts.
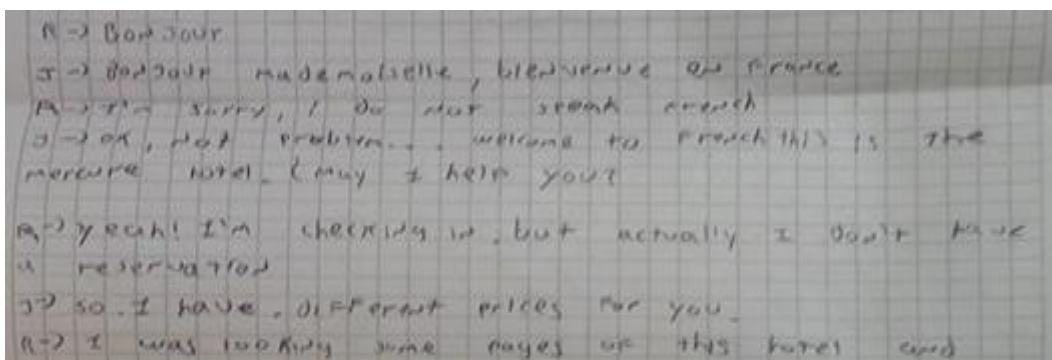
(Evidence taken from artifacts– student 2 - third workshop)

Some Ss use dictionary to find words different to the ones seen in the videos

Ss like creating new dialogues and mix new vocabulary and expressions to enrich their job

(Field notes – Workshop 2 – May 17ᵗʰ) [sic]

In workshop three, student 2 wrote and planned his dialogues and recalled many

expressions watched, but also, the students turned to the dictionary to mix those

expressions with some others and enrich their conversations, as shown in the field-notes of

workshop two. Therefore, by solving the activities proposed in each workshop, learners recreated new situations using the expressions learnt when watching authentic videos.

The samples analyzed along the first category, showed me that when students had the chance to solve communicative activities that were designed specifically for this purpose, they felt more confident since they based their dialogues on the language learnt from the videos. That means that identifying real situations and getting specific language made students be in contact with the target language and real contexts. This language was also used to communicate in English, as the following category shows.

Using English for communicative purposes: an interesting way to support students' language acquisition. This category refers to how learners use the target language in different situations to communicate their own ideas. Thus, Hymes (1972) states that the goal of language teaching is to develop communicative competence that according to him is the way how students use the target language to express what they need to say in a specific situation. In this study by solving the three workshops students were able to use the target language presented in a motivating way where they could identify the use of the language more naturally.

In addition, Littlewood (2013) claims that the use of the target language has two perspectives: in the first one, students learn how to communicate and in the second students use their natural abilities for communicating. Moreover, Hughes (2011) states that when learning grammar and vocabulary, learners need to approach interaction through the rules followed by native people in the target language. Furthermore, Fattah (2016), remarks that the speech in real time allows the use of formulaic expressions, hesitation devices, self-correction, rephrasing and repetition which can help speakers become more fluent and cope with real time demands. On the other hand, Ellis (1994) asserts that *use* is that aspect of

performance which makes evident the extent to which the language learner demonstrates his ability to use his knowledge to achieve effective communication.

Thus, this category is divided into two sub-categories that explain how students enhanced their speaking by following authentic videos. The first one refers to how modeling and imitating the expressions found in the videos allowed them to use the language more naturally, and the second one is related to how pronunciation and intonation support the speech intelligibility among learners.

Imitating the expressions found in the videos leads to using language more naturally. This sub-category shows how watching authentic videos helped students use the language more naturally. In regards of the term naturalistic Prahl (2001) asserts that it takes place when speakers are not explicitly learning, but they are trying to communicate in it. In this sense, O'Malley and Chamot (1990) suggest that an efficient procedure to learn the target language is through repeated opportunities for practicing; it could include modeling the desired performance. Additionally, in imitation learners listen to and repeat utterance of different lengths and complexities of the language, which is being acquired (Graham et al, 2008). Moreover, Littlewood (2006) states that "language can become part of a person's repertoire through straightforward imitation and memorization" (p. 47).

In this basis, I observed that imitating the situations seen in the videos was useful for learners when speaking in the target language since they tried to imitate how native speakers talked, their conversations sounded more naturally, as shown in the following samples:

St 1. Use the vocabulary seen on videos to express complete ideas.	*Hi Valentina* *She is Mayra, My new friend*	*The student just used two expressions given in the videos*

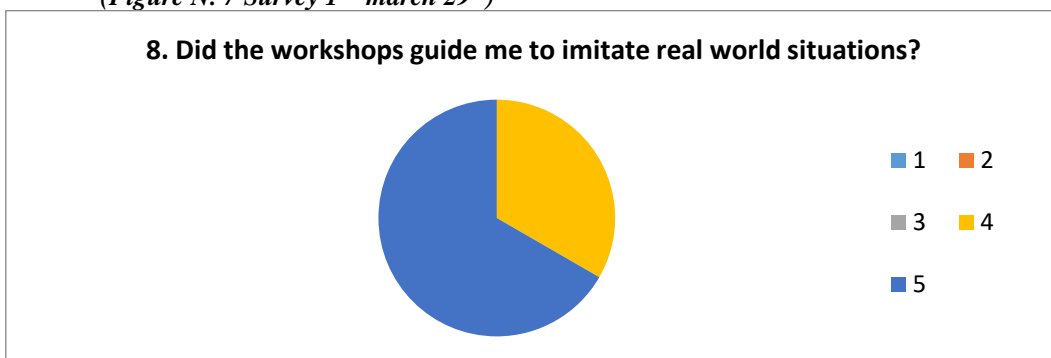*(Oral Portfolio - First workshop – performance 1 – March 9th); [sic]*

St 2. *Combine different expressions from both videos to create a different dialogue.*	*C: Do you have a hamburger with extra cheese in the middle?* *D: May I help you?* *D: Good choice, wait a second* *M: May I please pasta with extra garlic, French fries and hamburger* *M: This prefect, thank you* *D: You're welcome*	*Imitation of specific scenes help Ss to recognize language used in each situation*

(Oral Portfolio - Second workshop – performance 1 - May 3rd) [sic]

Based on the above, I could notice that in the first workshop, student number 1 just used two single sentences from the videos in his performance; nevertheless, in the second workshop, student number 2 recognized the language used in each situation by imitating specific scenes of each video. In that sense, I could infer that imitating the expressions seen in the videos, helped learners to understand the situation and the language used for improving their communication in the target language. That was also observed in the following survey:

4. Does the imitation of the pronunciation presented on the videos help you to improve yours?
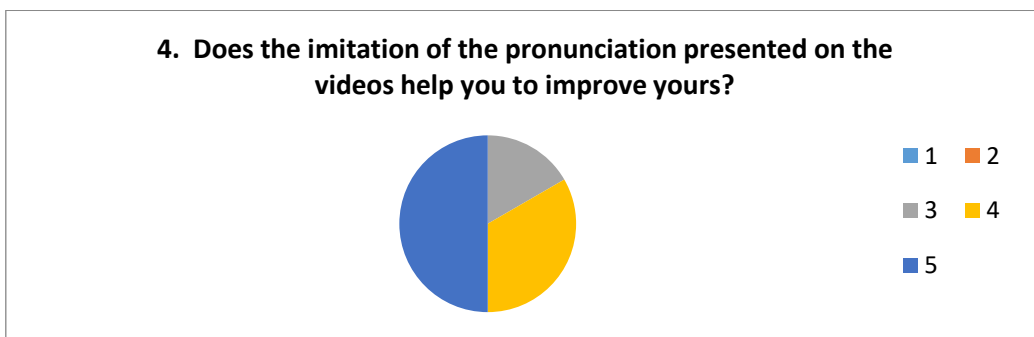
(Figure N. 7 Survey 1 – march 29th)

8. Did the workshops guide me to imitate real world situations?

(Figure N. 8 Survey 2– June 16th)

In the first survey, half of the interviewed group affirmed that the imitation of the pronunciation from the videos helped them to improve theirs' in the oral presentations; meanwhile, in the second survey a higher percentage thought that they could imitated real world situations through the workshops. This comparison made me infer that the more the students imitate not only the language but also the situations from the videos, the more they had the opportunity to improve their pronunciation.

> Students read several times the scripts, the last groups try to do it better than the first one.
>
> After reading and identify pronunciation Ss practice the situations in groups
>
> It is relevant that Ss listen to their mates because it helps them to compare and do it better.
>
> Imitating different situations help Ss to use the language as natural as possible
>
> *(Field - notes - Second workshop – April 28th) [sic]*
>
> When Ss practice, some of them change the expressions they wrote for some others easier to say
>
> Ss like to use the language as natural as possible for this reason they need to change the expressions to the ones they can say easier
>
> *(Field - notes - Second workshop – May 18th) [sic]*

According to these observations, in the first excerpt I noticed that when students listened to their mates, they felt that this activity was more challenging so they practiced and repeated until they improved their pronunciation to sound natural. Meanwhile, in the second sample, I realized that my students were interested in using the target language as natural as possible and to do that, they changed their scripts several times until they could pronounce each expression as the characters in the video did. Nevertheless, when I listened to my students' role-plays and compared them with the videos presented in class, it was evident that students recalled some expressions shown and used them to create their own dialogues. I did this reflection in my field notes as shown below:

*Ss watch the second video several times to answer the questions*

Watching the videos as many times as possible helps them to improve their communication in the target language

(Field - notes - Third workshop – June 6ᵗʰ) [sic]

Additionally, for my students it was relevant to watch and listen to the videos several times, answer the questions and understand the events. Imitation was an interesting task that allowed students to identify the language used in real situations and then imitate it; in this way they could improve their role plays. Learners asserted that imitation allowed them to use the language in real world situations, as it is evident in the following surveys and artifacts.
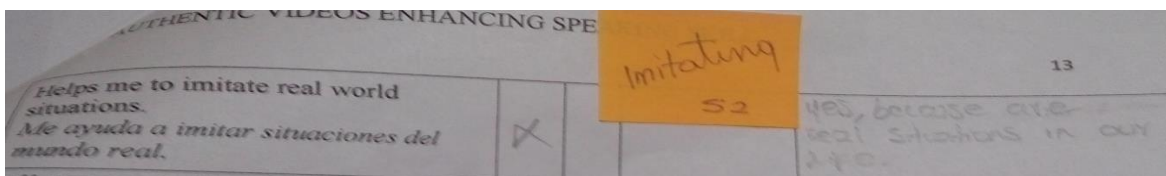
(Evidence taken from artifacts – student 2 - second workshop)
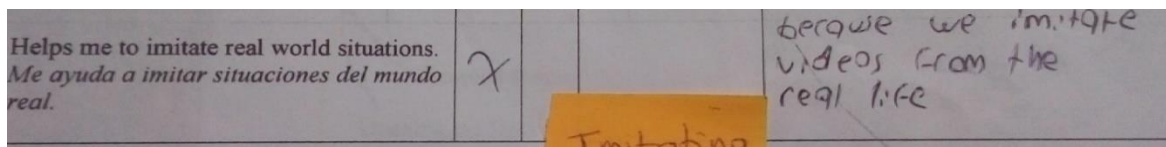
(Evidence taken from artifacts – student 6 - third workshop –ST6)

In the first excerpt taken from the second workshop assessment, student 2 stated that they could imitate real situations by watching the videos since these showed similar events as theirs. Meanwhile, student 6 in the third workshop supported his mate's comments
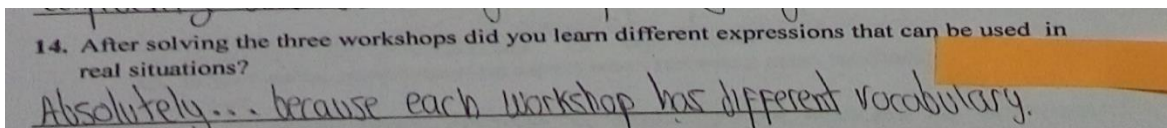
arguing that they imitated the videos which were describing real situations. This analysis also was supported by the following question taken from the survey:

(Evidence taken from the survey 2 – Student 3 – June 16ᵗʰ)

AUTHENTIC VIDEOS ENHANCING SPEAKING SKILL

Student number 3 affirmed that the vocabulary and the language learnt in the videos were useful to create their own dialogues that presented daily life situations. In this regard, Herod (2002), states that authentic "materials and activities are designed to imitate the real world situations" (as cited in Al Azr, Al-Rashd, p. 250).

Along the students' performances, imitation was challenging since they wanted to use the target language as naturally as the native speakers did in the videos. In this way, they practiced many times to accomplish the goals proposed for each workshop. This was a relevant observation in the field notes:

When Ss compare what they said with the videos, they repeat and practice by themselves.

Imitating what they need to say or to do it is relevant for this workshop objective, since they listen to natural language from native speakers and try to imitate it

 (Field notes – first workshop – march 3rd) [sic]

Ss compare how native speakers use the language with the way they do and they feel the necessity to practice more until it sounds similar to the videos. Modeling and imitating the situations presented in the videos allow Ss to use the language more naturally, making this task challenging for them

(Field notes – second workshop – May 9th) [sic]

Ss mix the language seen in different videos with their previous knowledge

The workshops worked before have been useful to enrich their presentations making them more natural

(Field notes – third workshop – May 9th) [sic]

During the two first workshops, students needed to listen several times to the videos to imitate the expressions they were going to use in their performances; they repeated the language until they could do it as the characters in the videos using it more naturally. In the third workshop, students took some expressions worked in the first videos, so they knew the intonation and the pronunciation since they had practiced it before. In this regard, Brown (2007) asserts that children are good imitators, for this reason, imitation is one of

AUTHENTIC VIDEOS ENHANCING SPEAKING SKILL

the most relevant strategies in second language acquisition. When students comprehended

what they were saying and how language works in a real context, they appropriated their

role in the situation they were presenting and used the target language more naturally, as

the following oral portfolios show:

Both listeners and speakers seem to understand each other so the conversation looks natural.	*U: hello. Welcome to the Golden hotel.* *P: hello miss* *U: May I help you?* *P: I'm checking in, my name is Daniel Pineda, I have the reservation* *U: fine, let me look that up fo you. So I have you on the principal bedroom suit in the last floor. Is that ok?* *U: yes, that is perfect*	*All the presentation sounds natural, he feels comfortable speaking in English*

*(**Oral portfolio – third workshop – performance 1 Ss 3 – june 8th**) [sic]*

https://drive.google.com/a/alianzaeducativa.edu.co/file/d/0B5-nRPM2sgZbczQ5VE1mc1doU1k/view?usp=sharing

Both listeners and speakers seem to understand each other so the conversation looks natural.	*- oh that's perfect. How much is that?* *- it's 48000 ----* *- oh it's really expensive; actually* *I like a better room*	*All the presentation sounds natural, he feels comfortable speaking in English*

(oral portfolio – third workshop – performance 2 Ss 5 – june 8th) [sic]
https://drive.google.com/file/d/0Bw8OqtdCXaBzaC0wa3oyR1ZOOGs/view?usp=sharing

In the first workshop, student 3 presented his role-play sounding natural since he

took the expressions taken from the videos; in that sense, he felt comfortable by performing

his dialogue. Meanwhile, in the third workshop, student 2 did not use all the language

presented in the videos but she performed by following the scene seen, so she used the

language very naturally Brown (2007) argues that repetition and association are important

aspects to create learners' habits to acquire a second language. Based on the observations

shown above, it is relevant to mention that modeling and imitating the scenes presented in

the videos has an incidence in language acquisition. This enables learners to improve their

communication in the target language. Nevertheless, these are not the only aspects to

AUTHENTIC VIDEOS ENHANCING SPEAKING SKILL

achieve an effective use of the language; pronunciation and intonation are crucial too and these make part of the last sub- category developed below.

Pronunciation and intonation support the speech intelligibility among learners.

This subcategory supports the second category since it reinforces the concept of using English for communicative purposes having in mind that it is an intelligible process. In that respect, Ellis (1994) defines intelligibility as the extent of the sentences containing different kind of errors but that can be comprehended. Additionally, Fattah (2016) asserted that speaking has two main purposes according to the speaker's intention. The first one is transactional which the relevance is given by the speaker on how to convey an intelligible message and the second claims the importance of interactive speech. In that sense, pronunciation is a relevant matter since it allows people to communicate effectively. Likewise, Morley (1991) stated that an intelligible pronunciation is an essential component to improve communicative competence. This implies that learners need to practice pronunciation to be understood when speaking.

Therefore, showing real situations allows learners to recognize contexts, coherence in speech, different intonations, and specific characteristics of an English speaker. Thus, it is relevant to design classroom tasks where students are exposed to these characteristics and where they can improve their pronunciation. In this respect, Gebhard (1996) conceived authentic materials as a way to contextualize language learning. Some of these aspects were evident in the following transcription of the oral portfolios.

Imitate pronunciation and intonation heard in the videos.	She reads as the girl does in the video	She tries to read really clear all his text

(**Oral portfolio – first workshop – performance 3, Ss 2 – March 15th**) *[sic]*
https://drive.google.com/open?id=0B5nRPM2sgZbUTZqNnZXQTBKRzdQZC1nemtCWEVHZ09OTk5v

Make efforts to be clear and	All the presentation	He has good pronunciation

understandable		along the performance

(Oral portfolio – second workshop – performance 1, Ss 3 –May 3rd) *[sic]*
https://drive.google.com/open?id=0BwSiz_rR1bU9R3kzaVh0QWZoZDQ

Student 2 watched the video and read following the girl´s pronunciation as in the video where she presented her hero. The same happened in the second workshop with students 1 and 3, where they performed the TV commercial with the same pronunciation they had seen in the video. They made efforts to sound as native speakers imitating the pronunciation and intonation they heard. This aspect was addressed in one of the questions of the survey.

6. Did the activities in the workshops guide me to improve the use of the target language?
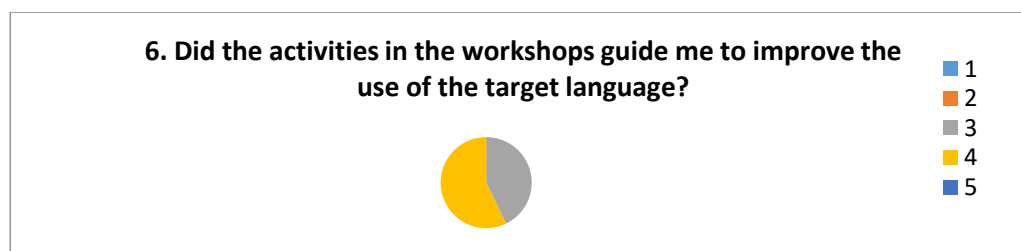
(Figure N. 9 Survey 2– June 16th)

Students' practice was relevant in the moment of making their performances since they improved their pronunciation by going back as many times as necessary to listen to the videos. In this respect, Gilakjani (2011) argued that authentic conversation practice helps language learners; the student used their pervious knowledge, verified the pronunciation of single words with the teachers or went to different web pages to check it, as presented in the field notes.

Tr asks for reading the scripts individually, then she assigns roles to read aloud again.	*Reading individually allows Ss to understand better the dialogues, but reading aloud, helps them to identify pronunciation and intonation mistakes*

(Field notes – first workshop – March 3rd) [sic]

Ss take again 10 minutes to practice again, they go back to the videos to check pronunciation and intonation	*Practicing the performances provides Ss self-confidence when they use the target language.*
Ss perform their dialogues based on the language worked the last sessions; some of them have some problems with the intonation and the pronunciation	*The more Ss make oral presentations and performances, the more they feel better using the target language*

AUTHENTIC VIDEOS ENHANCING SPEAKING SKILL

Field notes – second workshop – May 9th) [sic]

Ss watch the second video several times to answer the questions	*Listening several times Ss solve doubts about meaning and pronunciation of different expressions*

(Field notes – third workshop – June 2nd) [sic]

In the three workshops students needed to listen several times to the videos; in the first one they wanted to understand the situations presented and improve their pronunciation. Meanwhile, in the second one, they sought to improve their pronunciation and in that way felt more confident using the target language. In the last workshop, they wanted to improve their speech but also they wanted to comprehend different language within the context. Hence, Gilakjani (2011) argued that learners need many opportunities to listen to their own pronunciation to identify aspects that are difficult for them and be able to improve their speech. Moreover, intelligible speech depends highly on practicing pronunciation since it is seen as the major contributor to successful spoken communication (Purcell and Suter 1980). In this regard, learners affirmed that working on their speaking skill helped improve their pronunciation and intonation. This is supported in the self-assessment in the workshops where speaking improvement was evaluated.

(Evidence taken from artifacts - student 6 workshop 3)

Evidence taken from artifacts - student 4 - workshop 2 –)

In the students' artifacts, it is evident that the activities helped them to improve their pronunciation by being exposed to real life situations. In the third workshop, student 6 argued that the material helped them to practice English pronunciation while student 4

AUTHENTIC VIDEOS ENHANCING SPEAKING SKILL

suggested in the second workshop to show more videos to improve his pronunciation.

Therefore, intonation in the speech is also relevant when learners are developing the

speaking. In that basis, Levis and Pickering (2004) assert that speaker's attitude is joined to

intonation to communicate effectively. This implies that students needed to practice more

to improve their communication it is seen in the field notes:

When they finish the reading, Tr goes back again to the videos in order for Ss to check their job and improve it	When they read aloud trying to perform the situations presented, they make mistakes of pronunciation because they say all the sounds like in Spanish; and in their intonation, since they just read without sense.
(field notes – first workshop – march 3rd) [sic]	
Some Ss practice while their mates present their role-plays	When they feel shy, Ss need to practice pronunciation and intonation a little bit more

(Ffield notes – third workshop – june 12th) [sic]

In the first workshop students practiced reading aloud but some of them made some

pronunciation mistakes since they read pronouncing all the letters or sounds as they usually

do in Spanish; for that reason, it was necessary to go back to the videos while in the third

workshop they were shy to perform their dialogues, so, they practiced their pronunciation

a lot of times. In this respect, Moisiu (2015) states that during the language production the

non- native speakers make mistakes but they are relative; what is considered a mistake in a

language learning group, it is not a mistake for another one. Thus, although students made

some mistakes while practicing, they were aware of that and practiced once more as shown

in the following transcriptions of the oral portfolio.

Imitate pronunciation and intonation heard in the videos.	May I please have a hamburger?	He uses the target language very good, however, he makes mistakes in the pronunciation of the word hamburger

Oral portfolio – second workshop – Ss 1 - may 3rd) [sic]

Imitate pronunciation and intonation heard in the videos.	All the performance	He does not imitate the intonation, although he has good pronunciation,

AUTHENTIC VIDEOS ENHANCING SPEAKING SKILL

		he does not perform the role-plays

(Oral portfolio – second workshop – Ss 5 - may 3ʳᵈ) [sic]
https://drive.google.com/file/d/0BwSiz_rR1bU9Y2xTbHNSNlAtYVU/view?usp=sharing

Student 1 made some mistakes but his speech was very comprehensible; meanwhile, student 5 had good pronunciation although he did not perform as he had seen on the videos. In both cases, it was evident that although there were few mistakes, their speech was intelligible and the presentation was clear for their classmates.

The data gathered through the instruments used allowed me to settle that solving a range of activities centered on authentic videos gave learners the possibility to improve their oral communication.

From the data analysis emerged the categories that respond the research question by highlighting relevant aspect that enriched this investigation and the students' language learning process. The findings are explained in the following chapter.

AUTHENTIC VIDEOS ENHANCING SPEAKING SKILL

Chapter V

Conclusions and Pedagogical Implications

This research had the aim to analyze how the impact of using authentic videos enhanced high school students' speaking through the design of communicative activities with this purpose. Accordingly, authenticity is a relevant aspect for materials designers and learners in an EFL setting (Al Azri & Al-Rashdi, 2014) since it allows teacher and students to identify relevant aspects from the target language. Based on the above, my research was conducted under the *qualitative approach* that allowed me to understand different phenomena in my specific context. In this sense, Hoepfl (1997) asserted that qualitative approach interprets the meaning of different events which people are immersed during the investigation. In this chapter, I explain the conclusions reached after the data analysis as well as the pedagogical implications of this study. Moreover, I explain the limitations I faced along the process, as well as the suggestions for further research.

Conclusions

The design of the workshops centered on authentic videos enhanced the participants' speaking skills from different perspectives. First, the communicative activities fostered students' confidence when learning the target language since they identified and understood specific language presented in the videos and then used it to create their own dialogues. Students considered the videos as an interesting and useful strategy to understand how language works in real situations. Hence, Gebhard (1996) asserted that the use of authentic materials is a way to contextualize language learning, (as cited in Oura, 2007). Hence, during the implementation of the workshops learners were exposed to authenticity while watching the videos since they showed how English is used by native speakers in real contexts.

AUTHENTIC VIDEOS ENHANCING SPEAKING SKILL

Additionally, the contact with real situations throughout the authentic videos, allowed students to increase their confidence, since they recalled expressions from different videos seen before and this allowed them to present their performances with less anxiety. In this regard, Gonzalez et al. (2015) stated that learners improve their oral presentations when they feel comfortable with the materials chosen by the teacher to guide the pedagogical processes. In this study, the students were interested in the videos selected and this helped them improve time after time their performances.

On the other hand, based on the authentic videos I used in the EFL classroom, students could get expressions from the real situations they were exposed to create their own dialogues and enhance learning language opportunities. In this respect, Herod (2002) affirmed that, "authentic learning 'materials and activities' are designed to imitate the real world situations" (as cited in Al Azr, Al-Rashd, p. 250). Based on the videos students watched, they create their own situations to write their new dialogues using the target language with real life purposes. Likewise, Ameer (2014) asserted that using authentic videos places students in real life situations, which help them improve language acquisition. In this study, students identified the situations presented in the videos and later worked on their own performances.

Moreover, the use of English for communicative purposes was an interesting way to support language acquisition since it allowed students to model the expressions found in the videos and use the language more naturally and with intelligible speech as well. Thus, Ellis (1994) defined intelligibility as the extent of the sentences containing different kind of errors but that can be comprehended. Imitations provided students with a better knowledge

AUTHENTIC VIDEOS ENHANCING SPEAKING SKILL

of how the target language works in different situations and this made them sound more natural when they spoke in English.

Finally, this research study had positive results since the data analysis showed me that creating materials based on authentic videos increased my students' speaking skill. This had an impact on my participants since they felt motivated to use the target language, creating new dialogues, and using the language more naturally and with intelligibility.

Pedagogical Implications

Based on the conclusions explained above, it is relevant to mention that students need to be exposed to different strategies in the English classroom allowing them to enhance their speaking skill fostering language acquisition. Those strategies could be the use of authentic videos, which show them real life situations and real use of the language. According to Ameer (2014), authentic videos allow students to improve their speaking skill in the target language familiarizing them with daily life situations. Thus, learners were interested in understanding how language works and then, they created new situations that helped them improve their oral communication, and feel more confident throughout the process.

Nevertheless, to obtain positive results it was necessary to select the videos according to the students' interests and needs. The videos must contain appropriate language so that students can later simulate different situations based on them. This implies to edit the videos to make them easier for students to understand them. On this basis, Burns (2015) claimed that teachers, as researchers need to plan their lessons and observe how students improve their learning process through different resources created or adapted for the learning and teaching process and adjust what is necessary throughout the stages of

AUTHENTIC VIDEOS ENHANCING SPEAKING SKILL

Action Research cycles. The success of my research was due partly to the planning of each one of the phases designed with this purpose.

Limitations

This research was an interesting experience, which started with observations, planning, reading and investigation. During the implementation of the study, some difficulties made the progress a bit complicated. For instance, I had to use the textbooks proposed by the school, simultaneously with the workshops designed which had connected activities that required time to be solved; for this reason, I tried to link both materials but is was a difficult task to achieve. Besides, the videos needed to be edited, that means that the language, the volume of the recording and the images had to be edited to make them clearer and easier for the students to understand. Finally, when recording the students' performances, I had to find places to avoid being interrupted and affected by different noises so that they could listen to themselves more clearly.

Bearing in mind the nature of this research study and its procedure, it is essential to consider many helpful aspects for the researcher to achieve its aim. One is the logistic that requires recording and listening to the videos and providing peer feedback, which is time consuming. In this view, the researcher needs to coordinate all these aspects before the implementation and be attentive in identifying them in the piloting process to accomplish a successful outcome.

Further Research

This research made me see how the implementation of workshops centered on authentic videos allowed my students to enhance their speaking skills. Nevertheless, there were some aspects I could not address, since they were not the focus of this study and that

AUTHENTIC VIDEOS ENHANCING SPEAKING SKILL

could be topics for further investigations. In this regard, I suggest some questions that could be tackled to enrich or complement my work. These question could be (a) How does the implementation of authentic materials enhance the use of spoken English among students in a public school? (b) How does the use of authentic materials connected with grammar teaching strengthen the learning of English as a foreign language among high school students? I hope these questions can guide researchers who feel motivated and interested in teaching an L2 and who want to improve their classroom practice.

AUTHENTIC VIDEOS ENHANCING SPEAKING SKILL

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AUTHENTIC VIDEOS ENHANCING SPEAKING SKILL

Appendices

Appendix A: Oral Portfolio

Universidad Externado De Colombia
Master's Program in Education
Emphasis on English Didactics
Oral Portfolio

Student's Name: _____ **Date:** _____

Activity number 1: Introducing People_____ **Participants**: 11th graders and teachers

Place: Miravalle public school

Category: Vocabulary	Language Observed	Comments
Use the vocabulary seen on videos to express complete ideas.		
Combine different expressions from both videos to create a different dialogue.		
Go back to previous knowledge to complement their conversation.		

Category: Pronunciation	Language Observed	Comments
Make efforts to be clear and understandable		
Imitate pronunciation and intonation heard in the videos.		
Both listeners and speakers seem to understand each other so the conversation looks natural.		

Category: Coherence	Language Observed	Comments
To use the correct verbal tenses according to each situation		
To make the conversation clear with correct word order		
To demonstrate connection between questions and answers.		

AUTHENTIC VIDEOS ENHANCING SPEAKING SKILL

Appendix B: field notes

Field Notes

Workshop:

Session	Date:	Time:

Descriptions	**Reflections**

AUTHENTIC VIDEOS ENHANCING SPEAKING SKILL

Appendix C: Survey

Universidad Externado De Colombia
Master's Program in Education
Emphasis on English Didactics
Students' Survey

Student's Name: _____ Date: _____
Activity number 1: Introducing People_____ **Participants**: 11th graders and teachers
Place: Miravalle public school

Read the following questions and mark from one to five according to your achievement in this session. Being (5) the highest score and (1) the lowest

Questions	1	2	3	4	5
1. Does watching videos from native English speakers allow you improve your communicative competence?					
2. Do you like this methodology?					
3. Is it easier to create your own dialogues by following the videos?					
4. Does the imitation of the pronunciation presented on the videos help you to improve yours?					
5. Following the language from the videos, was it easier for you communicate with your classmates?					
6. Was the workshop an effective guide to perform your role-plays?					
7. Did each activity give you the tools for performing what you planned?					
8. Listening several times native speakers did help you to use different expressions?					
9. Was it useful to write your dialogues before speaking?					
10. After watching and listening videos, can you identify specific language for introducing people?					

11. What kind of videos do you suggest for improving speaking skill?

_____

12. What do you like the most solving this workshop?

_____

13. How do you feel solving the workshop? Why?

_____

14. Would you like to continue doing activities like this one? Why?

_____

15. Did you like receiving peer- feedback from your classmates? Why?

_____

AUTHENTIC VIDEOS ENHANCING SPEAKING SKILL

Appendix D: School's Consent

Bogotá, Enero 26 de 2017

Señores

Asociación Alianza Educativa

Cordial saludo,

Por medio de la presente quisiera poner a su conocimiento, que el año pasado inicié mis estudios de maestría en educación con énfasis en Didáctica del Inglés en la Universidad Externado de Colombia, en este momento curso tercer semestre. Dado que este estudio propende por la transformación pedagógica y metodológica, así como el crecimiento profesional y el fortalecimiento en el desarrollo de la investigación educativa a través del diseño e implementación de materiales, me permito muy comedidamente solicitarle me autorice la aplicación de mi proyecto de investigación titulado *"Workshops Centered on Authentic Videos to Enhance Speaking Skill".* El cual se llevará a cabo en el Colegio Miravalle, con estudiantes de grado once, particularmente con 12 estudiantes del curso 11A.

Este estudio tiene como propósito potenciar habilidades de habla en inglés, a través de la aplicación de talleres diseñados con material auténticos, bajo el enfoque comunicativo. La implementación se desarrollará en el salón y en las horas de clase durante un tiempo aproximado de tres meses. Para hacer su seguimiento, será necesaria la recolección de datos a través de la aplicación de encuestas, notas de campo, portafolios orales y de muestras de talleres desarrollados por los estudiantes. Cabe anotar que los estudiantes que participen lo harán de manera voluntaria y libre. De igual forma, podrán retirarse en el momento que lo deseen. Además, es importante resaltar que se mantendrán en estricta confidencialidad los datos proporcionados por los y las estudiantes, así como de sus identidades y que los resultados obtenidos no representarán ningún detrimento en el desempeño académico de la asignatura. Luego de analizar la información recolectada durante la implementación, la institución tendrá acceso a los resultados de la investigación a través del documento escrito (trabajo de tesis), y si lo desea a través de una socialización en reunión extraordinaria de docentes. Agradezco su atención y apoyo para el desarrollo de este proyecto.

Cordialmente

_____   _____
Carolina Chawes Enciso   Ramón Garavito
Docente de Ingles IED Miravalle.   Coordinador Académico AAE

Autoriza: SI _____   NO_____

AUTHENTIC VIDEOS ENHANCING SPEAKING SKILL

Appendix E: Parents' Consent Letter

Bogotá, Febrero 3 de 2017
Señores
Padres de familia curso 11A
Colegio Miravalle I.E.D.

Apreciado(a) Padre de Familia:
Muy comedidamente me dirijo a ustedes para solicitar su aprobación para que su hijo(a) _____ participe en la realización de mi proyecto de investigación: *titulado "Workshops Centered on Authentic Videos to Enhance Speaking Skill",* con estudiantes de grado once, correspondiente a la Maestría en Educación con Énfasis en Didáctica del Inglés en la Universidad Externado de Colombia.
Su hijo(a) participará en la implementación de dos talleres que tienen como propósito potenciar habilidades de habla en inglés a través del uso de material auténtico, bajo el enfoque comunicativo. La aplicación de estos talleres se llevará a cabo durante las clases de inglés por un tiempo aproximado de 3 meses. Durante este periodo podré recolectar la información pertinente para su posterior análisis. Cabe aclarar, que los resultados obtenidos en la investigación no representarán ningún detrimento en el desempeño académico de la asignatura y el estudiante podrá abandonar en cualquier momento este estudio.
Yo como investigador y mi profesora tutora quien supervisa mi estudio tendremos acceso a los datos recolectados en este proceso y sólo serán empleados con fines académicos y harán parte del análisis y de los documentos de la investigación. Si usted desea conocer la información recolectada, los documentos o muestras que harán parte de este trabajo de investigación, o en el caso de algún requerimiento en especial, puede ponerse en contacto conmigo al número de contacto del colegio que encontrará al final de este documento. En todos los casos, se tratará la información que provenga de su hijo de manera confidencial, para lo cual se usarán nombres ficticios a menos que usted indique lo contrario.
Atentamente, solicito su autorización para emplear la información, para lo cual le agradezco completar el formato que encuentra a continuación y entregarlo a la mayor brevedad.
Agradezco su gentil atención.
Investigador: Nydia Carolina Chawes Enciso, contacto en Colegio Miravalle, 7647410 - 7647425
Docente tutora: Dr(a). Claudia Torres Jaramillo contacto en la Facultad de Educación de la Universidad Externado de Colombia, teléfono 3420288 ext 1551-1552
AUTORIZACIÓN
Por la presente manifiesto mi autorización para que se emplee la siguiente información recolectada a través de:(favor marcar con un visto bueno o una equis):
Trabajos en clase _____   Presentaciones orales en clase _____
Trabajos escritos _____   Grabación de voz _____

Además, por este medio autorizo al investigador de recolectar información a través de
Videos_____   Encuestas_____
Y doy mi consentimiento para permitir que el medio o los medios indicados arriba sean utilizados para el trabajo de investigación y entiendo que pueden ser transcritos en el documento final del trabajo o expuestos en presentaciones que tengan estricto carácter académico.
Manifiesto que conozco y comprendo el uso que se dará a la información por mí suministrada, con base en los principios éticos propios de las Ciencias Sociales.
Aclaro que tengo la libertad de retractarme, si así lo deseo, y que se me ha dado la oportunidad de preguntar acerca de los propósitos para los cuales se espera utilizar la información.

AUTHENTIC VIDEOS ENHANCING SPEAKING SKILL

Manifiesto que he leído y comprendido perfectamente lo anterior y que todos los espacios en blanco han sido completados antes de mi firma y me encuentro en capacidad de expresar mi consentimiento.

Nombre del (la) estudiante: _____

Nombre del (la) padre (madre) (a): _____

CC. No _____Expedida en _____

Firma del (la) padre (madre) (a): _____

Nombre del (la) padre (madre) (a):

CC. No _____Expedida en _____

Teléfono: _____ Correo electrónico_____

Fecha: _____/_____/_____.

Mi hijo puede participar en la investigación "*Workshops Centered on Authentic Videos to Enhance Speaking Skill*"

Aceptación por parte del padre de familia: si _____ no _____

AUTHENTIC VIDEOS ENHANCING SPEAKING SKILL

Appendix F: Student's Consent Form

DECLARACIÓN

Yo, _____ por el presente, estoy de acuerdo en participar en el Estudio: "*Workshops Centered on Authentic Videos to Enhance Speaking Skill*". He sido informado por el investigador de los objetivos del estudio, el cual pretende analizar el uso de materiales auténticos para el mejoramiento de la habilidad de habla

La duración estimada del estudio es de tres (3) meses, entiendo que el investigador puede detener el estudio o mi participación en cualquier momento sin mi consentimiento. Así mismo tengo derecho a retirarme del estudio en cualquier momento.

Por el presente autorizo a los investigadores de éste estudio de publicar la información obtenida como resultado de mi participación en el estudio, en revistas u otros medios legales, y de permitirles revisar mis datos personales, guardando la debida CONFIDENCIALIDAD de mi nombre y apellidos.

Entiendo que todos los documentos que revelen mi identidad serán confidenciales, salvo que sean proporcionados tal como se menciona líneas arriba o requeridos por Ley.

Para cualquier queja acerca de los derechos de usted como beneficiario, contactar a la Facultad de Educación de la Universidad Externado de Colombia, teléfono 3420288 ext 1551-1552 con el (la) Dr(a). Claudia Torres Jaramillo en ésta ciudad.

Investigador: Nydia Carolina Chawes Enciso

Firma del Investigador   Firma del beneficiario

Fecha: _____/_____/_____.