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Teaching English as a Foreign/International Language

Postgraduate Dissertation

“The use of authentic videos in an EFL classroom: An action research on the effect of real-life videos on EFL students regarding speaking in a B1 class”

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Patras, Greece, June 2021

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Abstract

In order for learners to learn how to speak, they should be exposed to authentic materials and combine the learning process with the outside world. Videos belong to the category of authentic materials and students are quite acquainted with them as they watch a variety of videos in their spare time. Technology has been developed throughout the years and it is used in the classroom to motivate students and participate in speaking tasks.

Consequently, the aim of the research was to examine the role of authentic videos in students' communicative performance and determine if they are beneficial or function as a deterrent factor for their learning process. For this reason, the action research was conducted. The tools utilized were the pre- and post-research speaking test and a needs analysis questionnaire. Due to the fact that the lessons were recorded, the observation form was completed after each lesson ended, and finally, students filled in a diary entry. The research was conducted in a private language school in the area of Zografou, Athens. The five lessons were took place online due to the covid-19 pandemic and the research lasted about five weeks. The results of the study confirmed that authentic videos are really helpful for students and have a positive impact on their speaking performance regarding fluency, vocabulary and interaction. Therefore, such videos should be incorporated into the teaching process as students can combine fun and learning at the same time. Ultimately, the conclusions drawn in the present study are compared and juxtaposed against other similar studies illustrating the vital role of videos in educational settings.

Keywords: authentic videos, communicative competence, fluency, vocabulary, interaction

Η χρήση των αυθεντικών βίντεο σε μια τάξη έχοντας τα Αγγλικά ως ξένη γλώσσα: Μια έρευνα δράσης για την επίδραση των αυθεντικών βίντεο σε μαθητές σχετικά με τον προφορικό λόγο σε μια τάξη B1.

Αγγελική Μαλισιόβα

Περίληψη

Για να μάθουν οι μαθητές πώς να μιλάνε, πρέπει να εκτεθούν σε αυθεντικά υλικά και να συνδυάσουν τη διαδικασία μάθησης με τον έξω κόσμο. Τα βίντεο ανήκουν στην κατηγορία των αυθεντικών υλικών και οι μαθητές είναι αρκετά εξοικειωμένα με αυτά καθώς παρακολουθούν πολλά βίντεο στον ελεύθερό τους χρόνο. Η τεχνολογία έχει εξελιχθεί με το πέρασμα των χρόνων και το βίντεο χρησιμοποιείται στην τάξη ώστε οι μαθητές να έχουν κίνητρο και να συμμετέχουν στις προφορικές ασκήσεις.

Συνεπώς, ο σκοπός αυτής της έρευνας ήταν να εξετάσει τον ρόλο των αυθεντικών βίντεο στην προφορική απόδοση των μαθητών και να προσδιορίσει αν είναι ωφέλιμα ή λειτουργούν ως αποτρεπτικός παράγοντας για τη διδασκαλία μάθησής τους. Γι αυτό το λόγο, διεξήχθη μια έρευνα δράσης. Τα εργαλεία που χρησιμοποιήθηκαν ήταν ένα πριν και μετά την έρευνα προφορικό τεστ και ένα ερωτηματολόγιο ανάλυσης αναγκών. Επίσης, επειδή τα μαθήματα καταγράφηκαν, η λίστα παρατήρησης συμπληρώθηκε μετά το τέλος κάθε μαθήματος και τέλος, οι μαθητές έγραψαν μια σελίδα ημερολογίου. Η έρευνα πραγματοποιήθηκε σε ένα φροντιστήριο ξένων γλωσσών στην περιοχή του Ζωγράφου στην Αθήνα. Τα μαθήματα διεξήχθησαν ηλεκτρονικά εξαιτίας της πανδημίας Covid-19 και η έρευνα διήρκεσε πέντε εβδομάδες. Τα αποτελέσματα της μελέτης επιβεβαίωσαν ότι τα αυθεντικά βίντεο είναι πράγματι βοηθητικά για τους μαθητές και έχουν θετικό αντίκτυπο στην προφορική τους επίδοση όσον αφορά την ευφράδεια, το λεξιλόγιο και την αλληλεπίδραση. Επομένως, τέτοια βίντεο θα πρέπει να ενσωματωθούν στην διδακτική διαδικασία καθώς οι μαθητές συνδυάζουν διασκέδαση και μάθηση ταυτόχρονα. Τέλος, τα συμπεράσματα από την παρούσα μελέτη συγκρίνονται και αντιπαρατίθενται με άλλες παρόμοιες έρευνες απεικονίζοντας τον ζωτικό ρόλο των βίντεο σε εκπαιδευτικούς χώρους.

Λέξεις κλειδιά: αυθεντικά βίντεο, ικανότητα επικοινωνίας, ευφράδεια, λεξιλόγιο, αλληλεπίδραση

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List of Abbreviations and acronyms

EFL: English as a foreign language

ELT: English language training or teaching

1. Introduction

Speaking is considered to be a challenging skill and Ur (1996) stresses that people are only considered to be speakers of it if they know a particular language, emphasizing its demanding nature. Thus, one of the teacher's aims should be for the students to learn how to speak. For this reason, Ur (ibid) supports that videos are an excellent teaching source and can improve speaking skills. In addition, technology has been extremely developed over the years and has become an essential part of the teaching and learning environment. Teachers have various tools at their disposal and try to use them so as to keep up to date with the advancement of technology and at the same time enhance learners' interest. One technological tool that is being commonly used is the video, and to be more precise, authentic videos as they seem to be helpful in learning a language and students appear to have a positive attitude towards them as they are extensively acquainted with their use.

Hughes (2002) claims that the materials teachers implement to develop students' communicative skills should expose learners to real speech, as in to real life instances and not be estranged from the outside reality. Tomlinson (2012) is in favor of this view and supports the use of authentic speech. Otherwise, he explains that learners are not prepared for the reality of language use and, therefore, they are not able to achieve fluency.

Students in this B1 class are not familiarized with the use of authentic videos in the classroom, since the teachers are asked to follow the syllabus of the specific textbook, named Way Up 4 by Grivas Publications. The specific class displays some weaknesses in the oral skill and for this reason, the teacher decided to implement some authentic video speaking lessons so as to find out if they really can affect their performance in speaking. In order to solve this issue, some related aspects should be explored. More specifically, the researcher's intention is to find out if authentic videos can improve and develop fluency, vocabulary and interaction in speaking. After dealing with the results the researcher would be in a position to give a clear answer to the significance of authentic videos in the classroom.

Regarding students' weaknesses in speaking, Rarastes (2004) argues that students' apathy during speaking activities is a problem that teachers often have to deal with. As Nation and Newton (2009) explain, this may be due to students' low vocabulary knowledge, inadequacy of ideas, or even problems in remembering and applying the grammar and syntactical rules. Moreover, the elements of shyness, enthusiasm and lack of fluency affect their performance and participation. The researcher selected to conduct the present study so as to find a solution to the students' problems in communicative competence. For example, they cannot elaborate on their ideas and keep repeating the same words and phrases. This could be worrying as they are going to sit for the B2 exams in the following year and they have to improve their oral speech. Hence, by conducting the current study the researcher aims at finding a way to improve their speaking skill by using authentic videos to develop their communicative competence of the English language.

Many previous studies have shown ambiguous results about the effect of authentic materials in general. For instance, Gilmore (2007) explains that some researchers claim that videos and the element of authenticity have a positive impact on learners, whereas, there are others who believe that authentic materials may be quite difficult, and challenging for students to comprehend and especially the younger ones (Chavez, 1998). However, as Denning (1992) explains, studies on authentic videos in educational content have concluded that they have a major and positive impact on pupils' learning. This is exactly what the researcher intends to find out. In other words, it will be examined whether this positive effect applies to the specific group of students aiming to contribute to this type of research.

Finally, the results of the current study will shed light on the utilization of authentic videos in a particular group of learners and future researchers will be able to take their studies one step further and reach accurate conclusions about authentic videos. The current study is going to describe and analyze the results, giving emphasis not only on the positive aspects but also on the possible negative points of the videos that may arise. Due to the covid-19 pandemic and the lockdown, the lessons were conducted online throughout the duration of the research.

In general, this first chapter introduces the concept of speaking and authenticity and analyses the aims of the present research. The second chapter focuses on the literature review and more specifically, the theories behind the speaking skill, its main characteristics and the criteria used for designing speaking tasks. The communicative techniques and strategies are also mentioned and emphasis is also given on the concept of assessment in general and its relation to communicative competence.

In addition, it presents the advancement of technology in classroom settings and then discusses the concept of authentic materials in education. Also, the use of authentic videos in educational settings is analyzed. Some of the results from the studies that have been carried out throughout the years are presented regarding the types of videos and the viewing techniques used. The focus is given on the criteria in order to select appropriate videos for EFL purposes. The third chapter justifies the approach, the method and the strategy used in the research. Moreover, it presents the setting and context of the research, followed by the description of the tools used to collect the data.

In the fourth chapter, the data and results of the research are presented and analyzed and then, a discussion takes place over their relation to the research questions. Finally, the three sub questions are answered first, and then, the main question is discussed in general. The final chapter of the dissertation concludes with the implications of the research and compares the results from other similar studies with the ones from this dissertation. Finally, further suggestions for future research are demonstrated as well as the limitations of the research are taken into account.

2. Literature Review

This chapter consists of a presentation of theoretical assumptions around speaking with regard to foreign language learning and also describes the role and use of videos specifically in the EFL classroom.

2.1 Defining speaking

Lewelt (1998) considers speaking to be one of the most complicated skills as only humans acquire this ability. He continues explaining that children start to acquire it in infancy and it is developed throughout childhood and that speaking is a skill that requires extensive interaction. Chomsky (1965) in order to determine oral speech used the terms competence and performance. He defines the term competence as the native speakers' language knowledge, the system of rules they have mastered and their ability to understand and produce a range of new sentences. It is about the linguistic data that stays inactive until it is displayed in the speech form and then resulting to the term of performance. The term performance is defined by Chomsky (ibid) as the study of the rules that the system contains. It is the study of the actual language use in real-life situations. Canale and Swain (1980) went one step further and discussed that grammatical competence which focuses on the grammar, syntax and semantics components, discourse competence such as cohesion and coherence, sociocultural and strategic competence are the elements that the speaking skill consists of.

Skehan (1996) points out that oral performance is affected by the fluency, accuracy and complexity factors. Fluency means that interlocutors are able to communicate and receive the messages without any particular difficulties and problems. Ur (1996) explains that fluency can be achieved only if speaking activities focus on the learners and how they pronounce the sentences correctly so as to be understood by other speakers. Accuracy concerns students who produce speech that is based on rules. Benzehaf (2016) supports that accuracy deals with the degree of allegiance to different norms. In other words, it means that the use of grammatically correct linguistic forms or the ability to produce error-free speech. However, complexity

means that the learners are more flexible. Benzehaf (2016) believes that complexity has got various meanings and he addresses, for example, Ellis' (2003) view where complexity refers to the use of more elaborate and varied language. He continues by describing how complexity changes over the years. For instance, at the beginner level, the structures of the sentences are quite simple, whereas at the intermediate level complexity is developing and dependent clauses are apparent. Finally, at the advanced level, it is increased even more, as the language production becomes richer and the sentence structures appear to have various non-finite and dependent clauses.

Moreover, Schmitt and Carter (2000) stress that vocabulary is an integral part of learning a foreign language and many researchers admit that real communication is achieved through appropriate and adequate vocabulary. When someone has insufficient vocabulary knowledge and thus they cannot communicate properly or express their ideas, learners are prevented from learning a language (Macis and Schmitt, 2017). Mackey (2007) argues that lack of interaction has a negative impact on learners too. For this reason, they should be engaged in interactions that take place in the classroom so as to be fluent in the spoken language. This way, classroom interaction is considered to be profitable in improving oral skills. A lot of research has been conducted focusing on second language acquisition. Long (1981) suggests that interaction makes comprehension easier and enhances the speaking skill. Therefore, learners should try to practise the language they learn through interaction. Otherwise, they will not be able to become fluent speakers.

The features of communication and control also play a significant role as West (2000) explains. Control refers to the learners' restriction regarding language production and communication is related to the transmission of new information. Thus, if the aim is to communicate the message, then, no focus is given to correctness. However, if control is the aim, then, the emphasis is put on accuracy and not on fluency.

West (2000) divides the speaking practice into two categories. The first one is speaking to learn. In other words, students are engaged in activities where they speak so as to learn the specific components of the language that they have been taught through manipulative, form-focused exercises in order to be able to produce grammatical accurate sentences. This way, Hughes (2002) explains that learners are

asked to produce and practise specific phrases, without comprehending why their choice of language is appropriate for the specific situation. Hence, speaking is only used as a means of language practice. Speaking to learn activities are based on the audio-lingual approach. Larsen-Freeman and Anderson (2000) claim that this approach trains learners to the use of grammatical sentence patterns as it was believed that the way to acquire the sentence patterns of the foreign language was through assisting students to respond in a correct way to stimuli through shaping and reinforcement. Thus, the focus is based on memorization and repetition and as a consequence, errors in speaking should be avoided.

The other category is learning to speak. This category is related to activities in which learners take part in spoken interaction so as to achieve fluency in the spoken language. This means that speaking is considered to be the 'end'. Harmer (2007) claims that students should be in a position to pronounce phonemes correctly and use appropriate stress and intonation if they wish to achieve fluency. The importance of speaking skills has been stressed not only by the curriculum designers and the teachers but also by the students themselves. (Shumin, 1997). Bygate (1987) explains that students tend to compare and judge their linguistic competence based on their engagement with coherent interactions. However, Abbot (1981) disagrees as speaking is often in the periphery inside the classroom and teachers are usually the ones who have the dominant role using highly-controlled activities. This way, it can be considered as a speech-training rather than communication.

Consequently, in order to learn how to speak, the selected activities should demand the use of real speech based on the purpose of communication. Simultaneously, they should provide real-life conditions that can help them enhance their speaking skills and be able to communicate and understand their interlocutors without straining. As a result, the researcher decided to create the speaking tasks of the current study taking into account the above views.

2.2 Principles that speaking activities should embody

Hill (2004) provides a list that teachers should take into account when designing speaking tasks. First of all, learners should speak for a purpose. In other words, they should know why they are engaged in the activity and what the purpose behind it is.

The communication should also involve the transmission of the message, which provides the speaker with information that the listener ignores but needs it. The task environment should also be known to students so as to be aware of how to use the language in specific contexts. Learners need to use their background knowledge and schemata when communicating as well. Being engaged in real communication, under real circumstances, helps them produce language the way the native speakers do. Finally, they should be given the opportunity for self-correction which means that they activate their strategic competence at the same time and are able to enhance the awareness in relation to their mistakes and finally correct them.

Johnson (1982) describes a list of five principles that a speaking activity should manifest. To begin with, in the information gap principle, a pupil retains some information that the other one desires but is not at their disposal. Another similar criterion is the information transfer where both interlocutors exchange information by asking and answering questions interchangeably. Furthermore, in the jigsaw principle, speakers should cooperate and exchange information to complete a task. Task dependency requires learners to use the information gained in the lesson to complete the activity and this assists them to promote responsibility for the way language is used. In the correction for content principle, students' language production is judged based on their speaking competence in relation to the task.

Nation (1989) provides a list with criteria as well regarding the construction of speaking tasks. This way, by implementing real-life situation tasks, the activities would be motivating for students and the success of the language used would be achieved. First of all, a task should contain the feature of a role that helps speakers simulate real-life. Another criterion is the split information, where one speaker has got information the other ignores. The element of procedure is also very significant where the task has a sequence and is divided into steps and students take turns to answer the questions. Teachers should bear in mind that speaking activities should necessarily have an outcome. To put it in other words, if a task does not have a purpose, learners are not interested in completing the task since they have no idea why they are engaged in such tasks and no motivation is established. Finally, the challenge element should be taken into consideration. Students face many challenges as they are hesitant and reluctant to talk for various reasons such as boredom, lack of interest, or lack of

background knowledge. For this reason, McDonough and Shaw (2003) suggest that language teachers should utilize meaningful activities that push the learners to speak in a supportive environment. This means that students should be engaged in activities where they can think about possible solutions using the hidden evidence provided.

Both Johnson (1982) and Nation (1989) argue about the importance of the information gap principle. This principle is considered to be motivational but apart from that, Johnson (1982) stresses that the most significant part is that it incorporates a message focus and, therefore, simulates the crucial process of changing messages into forms. In addition, it creates a condition of unexpectedness and allows a genuine information flow inside the classroom. The researcher is going to follow some of these principles in the teaching lessons. For instance, the task dependency criterion and the jigsaw principle were taken into account when designing the lessons. Other principles that the teacher decided to implement in the speaking tasks are the information transfer and the element of procedure the task should embody.

2.3 Categorization of communicative speaking activities

Taking into account West's theory (2000), the communicative techniques often used during speaking are the reality and non-reality techniques. Hill (2004) expresses the view that techniques belonging to the first category are quite identical to the communicative settings outside the class environment and, therefore, learners have to focus on the functional and the social essence that language contains. Simulation and role play fall in this category of reality techniques. In a simulation, the roles are imaginary and give the freedom to students to be themselves using their own knowledge and thus, contributing to the result of the task. Moreover, it provides the learners with a safe environment, as their errors do not appear in the real world but only in simulation which is imaginary. In role plays, speakers are allocated with particular roles and they must take into account the information given so as to communicate the message. Thus, in this type of task, the information, the choices or the solutions are predetermined and the task procedure and its outcome depend on how well the students adjust to their roles.

Hedge (2000) explains that role plays encourage pupils' participation and practise interpersonal and transactional communication. He continues by mentioning that it is

easier for reluctant students to speak and elaborate on their ideas without being afraid of having nothing to say. Ur (1981) argues that another advantage of the role plays is that teachers function as a guide and not as a controller and instructor that only help them when necessary.

However, this type of task seems to be controlled and fixed and thus, learners do not deal with real-life speech as in course books, it is preferred to include prestigious forms (Hughes, 2002). In other words, in their daily lives, people are not provided with a list of possible answers and expressions but they communicate based on their own needs, leading to genuine and authentic speech. This means that people can use different communicative strategies in order for communication to be successful and achieve comprehension. For example, in the real world speakers tend to use a lot of hesitations and fillers if they have not understood the message and do not know how to express themselves.

Therefore, strategic competence is crucial. Canale and Swain (1980) define it as how to handle authentic communication situations and how to keep the conversation channel open. This means that second language speakers can overcome problems appearing in conversation using communication strategies. Hedge (2000) suggests that some strategies may be paraphrasing or appealing for help. Another strategy may be turn-taking, where according to Hughes (2002), turn-taking is an aspect of speakers' ability to claim turns of talk, to maintain them or to indicate that they allow the speaker to continue with their turn. This is quite significant, since the participants of the current study face some problems in interaction, as they sometimes stop talking because they have not understood the statement of a peer or do not know what strategies to employ in order to keep the communication going.

2.4 The role of assessment in speaking

According to Harmer (2007), assessment is used to comprehend and measure learners' abilities and has a pivotal role in language learning and teaching. Brown (2004) clarifies that assessment can be divided into two categories: the formal and the informal assessment. The first deals with procedures created to exploit a repository of knowledge and skills. Hence, they are standardized and planned techniques in order to give the teachers and students an evaluation of student achievement.

Informal assessment concerns the incidental or unplanned comments to give feedback to students. Brown (2004) explains that this type of assessment contains different types of feedback and it is totally merged with the teaching process as teachers constantly give feedback to students. As a result, the focus is on giving feedback rather than the students' performance.

Carter and Nunan (2001) address the different types of assessment. First of all, the proficiency assessment is about assessing language abilities acquired by the student independent of the course of study. This type of assessment is conducted through standardized proficiency tests. The evaluation of achievement aims to establish what the pupil has learnt from the curriculum and it is usually conducted by the teacher. The summative assessment usually takes place at the end of the year in order for teachers to comprehend the knowledge students have gained throughout the year. Therefore, it demonstrates the objectives that have been accomplished and no feedback is given. For example, proficiency exams or final exams are types of this assessment. The last type of assessment is the formative one. This is performed by the teachers during the teaching process and is based on their aims and objectives so as to make modifications or changes to develop their instructions.

As far as the speaking assessment is concerned, it is believed that it is usually a challenging one. Ur (1996) divides assessment into two categories: the self-assessment and the teacher assessment, whereas Harmer (2007) also analyses the progressive assessment. To begin with, Ur (ibid) supports that self-assessment has to do with how people assess themselves and they believe that their speech can affect their behavior and appearance. She continues by addressing a negative aspect of teacher assessment since teachers may compare one student with another resulting in non-objective evaluations. In other words, the teacher may not think about their different levels or the improvement they have shown.

Finally, she explains that teachers may not be able to assess students in a correct way, since assessing speaking needs specific criteria and differs from the other skills. Therefore, teachers should be appropriately furnished with the information and insight on how a speaking assessment is conducted. Regarding progressive assessment, Harmer (2007) explains that in a progressive assessment, the teacher tests the students

every now and then to comprehend and evaluate their performance and if they have made any progress. Progressive assessment will be implemented before and after the use of authentic videos, in order for the teacher-researcher to examine if pupils have made any progress, thus, collecting data on the use and significance of authentic videos.

2.5 Significance of authenticity in speaking

Researchers have defined the term authenticity in various ways. For example, Grellet (1981) considers authenticity as an original document which has not been modified at all. Nevertheless, Kilickaya (2004) argues that what all the definitions have in common is that they aim at the exposure of real language and its effect on an environment besides classroom.

Gilmore (2007) considers that many linguists admit that authentic materials are more intriguing as they aim to convey the message rather than focusing on the target language. However, he also states that other researchers consider authentic materials to be difficult and thus, they may lead to a deterrent outcome for the students. This is not only claimed by Kienbaum, Russell and Welty (1986) but also by Gonzalez (1990) who could not prove in their research whether the authenticity itself or the materials were motivating for the learners. Martinez (2002) and Chavez (1998) also claim that the age factor is quite important when dealing with authentic materials. The former, argues that older students like working with such materials, while the latter claims that they can be demanding especially for the lower levels. Nevertheless, Bernhardt and Berkemeyer (1988) discovered in their study that all students were able to use authentic materials in an effective way, regardless of their age. Therefore, the present study will examine if their view is applied to the particular group of students.

2.6 The role of technology in educational settings

Nowadays, technology has become an essential and integral part of our lives and it is incorporated into education as well (Almekhlafi and Almeqdadi, 2010). According to Ellington, Percival and Race (1993), educational technology is the advancement and

evaluation of systems as well as the techniques to boost the process of human learning. Therefore, technology plays a vital role in education, especially during these difficult times of the pandemic. The majority of teachers are trying to use technological tools and, according to Thorne (2005), technology can lead to the development of authentic teaching environments. Slaouti and Kanellopoulou (2005) also report that educational technology can offer flexibility regarding students' learning styles. This means that pupils can use their own style of learning and work at their own pace.

Ilter (2009) believes that technology may be one of these factors that have a positive effect on learners' attitudes. Various technological tools are being used and implemented during the lessons such as wikis, videos or blogs, but Yang, Huang, Tsai, Chung and Wu (2009) state that videos seem to be the most preferred option. The rapid increase of e-learning sessions due to the pandemic that has affected the whole world in all domains is evident. Schools were closed and thus, e-learning was implemented in the lessons. E-learning concerns teaching but with the help of electronic devices and sources. It includes the use of the Internet and other essential technologies to construct learning materials, teach pupils and organize courses as well (Fry, 2001).

2.6.1 The role of video in education

Videos can be quite supportive in the teaching and learning of a foreign language. Throughout the years, videos have been developed and the capacity to record and replay moving images, which is the principle of a video, remains a significant tool in the educational environment. Harmer (2001) explains that videos will add an additional element to the teaching and learning process, whereas Krashen (1982) believes that videos are indeed helpful, as learners are exposed to authentic language which is a fundamental necessity for language acquisition. Allan (1985) also admits that videos can boost students to talk and as a result, their participation during the lesson is increased. Furthermore, they present realistic slices of life in the classroom, providing visual support to the message and offering entertainment and variety as well.

Rammal (2006) carried out a study where he found out that the use of video is very significant as it reflects real interaction and it can combine pedagogic instruction with fun. Denning (1992) discusses the fact that many researchers have admitted that videos play a pivotal role in education while Devlin, Feldhaus and Bentrem (2013) argue that videos are essential in our everyday routine. For this reason, Prensky (2001) calls the learners digital natives, whereas the teachers are characterized as digital immigrants. In other words, people, especially the younger ones, are quite acquainted with technology and they often watch videos online and this can lead to the assumption that they are quite familiar with the use of videos outside, and at the same time, inside the classroom. Thus, they are considered to have a positive attitude towards them when they are used during the lessons in the classroom.

Furthermore, Hooper and Rieber (1995) claim that videos benefit the learner-centered approach but they should take into account that videos ought to be proper for learners' age, needs, interests and previous knowledge. Lee (2008) explains that students learn to collaborate and cooperate with each other by sharing the gained knowledge, which can create a comfortable and relaxing classroom environment. Hence, the level of boredom and anxiety is reduced (Ghasemi, Hashemi and Bardine 2011). The use of videos can enhance pupils' background knowledge and schemata as well, which is an essential prerequisite for effective learning (Mekheimer, 2011).

Specifically, many researchers point out the significance of using authentic videos inside the classroom. First of all, Bajrami and Ismaili (2016) support this fact since they expose the learners to a realistic and genuine learning environment. Thus, according to Mousavi and Iravani (2012), real-life videos can contribute to students' preparation for the real language outside the classroom, as they are acquainted with the target language and its communicative use (Abedi, Keshmirshekan and Namaziandost, 2019). Nguyet and Mai (2012) explain that the realistic content the videos entail gives the students the chance to relate to them and develop their background knowledge and hence, the conversation may be longer. Yu (2010) argues that authentic videos assist learners to enhance their communicative competence inside and outside the classroom since they become exposed to communication among native speakers and are aware of the dynamic of interaction (Coniam, 2001).

Wagner (2007) claims that such videos can enhance their memorization and comprehension. Albahlal (2019) expresses the view that learners can improve fluency and their speaking skill, as these materials provide a balance between fluency and accuracy. Few studies have proven that authentic videos enhance pupils' autonomy (Recard, Sembel and Hasibuan, 2019; Widodo and Rozak, 2016). Thanasoulas (2000) defines learners' autonomy as their eagerness and capability to oversee or control their own learning. The above studies took place in different parts of the world and participants were of different age groups. According to these results, pupils admitted feeling more courageous to enhance their learning autonomy when authentic videos were implemented.

2.6.2 Videos and motivation

Videos also promote students' motivation which Dornyei (2001) thinks is essential in learning a second language. Baron (1996) gives a definition of motivation which is the internal process which activates guides and maintains over behavior. Wade and Tavris (1998) explain that motivation is an inferred process within a person, which causes the individual to move toward a goal. Gardner (1985) believes that in order for the students to feel motivated, they need to have something to look forward to, that is a purpose related to the goal. Dornyei (2003) argues that motivation is a hybrid concept, namely an internal aspect that results from an external source.

Dornyei (1998) also supports that motivation can be characterized as intrinsic or extrinsic. Intrinsic motivation concerns the motivation of engaging students in an enjoyable task, whereas extrinsic motivation refers to the actions that are performed to realise some instrumental aims like taking a reward or avoiding a punishment. Gardner and Lambert (1972) explain that fascinating activities increase motivation and boost learners to put more effort into the learning process. The combination of entertainment, variety and interest motivates pupils and as Lonergan (1985) states, it creates a climate for successful learning. Cazden (1988) and Bandura (1997) believe that non-interesting activities may be boring and stressful for the students who may feel anxious as well. Finally, Peacock (1997) discovered through his research that motivation was increased when authentic materials were used, but they were not as impressive to learners as the artificial materials.

2.6.3 Types of video materials

Many authors usually classify the types of video materials in different ways. However, they all distinguish them into two basic categories. Thus, videos fall into scripted materials and off-air materials. First of all, scripted materials, as Piwovar, Barth, Ophardt and Thiel (2018) explain, are ELT videos that have been created to help non-native English speakers so as to expose learners to a language level, whereas off-air materials have been created for native-speakers rather than EFL learners (Polat and Eristi, 2019). They also contain natural and non-simplified language. This means that no modifications or alternations are made to fit a purpose, as the scripted materials.

Scripted materials are usually utilized based on the syllabus of a textbook that aims to help the students speak to learn. Piwovar, Barth, Ophardt and Thiel (2018) consider scripted videos as inappropriate since they lack authenticity. As Abbas (2018) explains, students learn better in a naturalistic environment rather than in an unnatural environment. Consequently, students should be exposed to authentic and genuine input so as to achieve fluency.

TV series, documentaries, music videos or commercials can be characterized as off-air materials according to Stempleski and Tomalin (1990). This means that watchers are exposed to real speech as if the intended audience is native speakers. Hence, the language used is natural and its speed production is normal with a genuine accent. However, we should bear in mind that not all non-ELT videos are authentic. For example, in a documentary, the commentary is usually scripted and thus, not spontaneous. Based on this, Allan (1985) claims that these off-air materials despite of their authenticity, provide the learners with a genuine and rewarding experience as they place the learners in the same position as the native speakers and demand the same exercise of language skill.

These materials are appropriate mainly for skills enhancement. In other words, they can be used to enhance speaking skills or stimulate discussions. Tomalin (1986) stresses the importance of visual and audio clues to meaning. To put it in other words, learners do not simply hear the language but comprehend its context. Finally, off-air materials are destined for a real audience and they provide an authentic look at

cultures. By using authentic videos inside the classroom, they can evaluate everything they use in their daily life. This helps them to develop practical skills in order to create a critical opinion on what they read or hear. (Stempleski, 1992).

2.6.4 Educational techniques on using videos

Tomalin (1990) presents some viewing techniques to assist the teachers to exploit the videos effectively. First of all, in silent viewing, the video is being watched without a sound for students to absorb the content. The teachers can also freeze the picture to make pupils look more carefully at the screen. Another technique is role play when students act out what they have watched so as to transfer the language used to meet their purposes. They can also study the characters' behavior to comprehend how they behave in other cultures or they may not watch the whole video but conclusively have to predict what is going to happen next in order to promote discussion.

Another way to watch a video is to focus on the characters' feelings or to listen only to the audio and then, they can later describe orally what they have heard. In addition, some students can be the watchers, and the others the listeners so as to practise observation and accurate reporting. Finally, they can watch the end of the video and try to guess what happened previously or make comparisons among cultures.

2.7 The video as a teaching tool in the EFL classroom

In this section, the use of video as a teaching tool is discussed and then various teaching strategies that can be implemented during the lessons are suggested. Ultimately, it describes the criteria on how to select appropriate teaching materials.

2.7.1 Incorporating the video in the EFL classroom

Allan (1985) has expressed some ideas in order to integrate video materials inside the classroom. At first, the teacher could use materials focusing on language. This way, the video is used for elicitation or even reinforcement of their schemata. Another idea is to employ video to practise the language by using video prompts for role plays or video drills for comprehension tasks. Moreover, some materials can be used to present various topics and learners can gain information and knowledge by discussing a topic

or commenting on it. Finally, video materials can function as examples of communication, where students are able to comprehend how videos communicate the message.

2.7.2 Video-based teaching strategies

According to Hill (1999), language teachers should take into account the implementation of strategies that can function as an interface with the learners. In other words, before selecting the video, the teacher should bear in mind the following principles. To begin with, they should state the aims of the lesson clearly and decide on the appropriate video they will use. After that, they have to select the activities based on the video and then decide the way students are going to watch the video. Finally, teachers should find a way to link authentic videos with their syllabus. Allan (1985) suggests that the link through language is a straightforward choice or another option is linking the videos with the topic of the syllabus.

Many scholars, such as Yelakov (2014), argue that in order to teach videos successfully in the classroom, the educator should follow the pre-, while- and post-viewing stages explaining that the time allocation of the activities depends on the specific videos, students' needs, their ages and their instructional objectives. He explains that teachers in the pre-viewing stage should engage learners' interest and prepare for the following activities. He insists that the purpose of this stage is to prepare the learners for what is coming next since comprehension is determined in a way by their background knowledge. In the while-stage, the teacher gives emphasis on students' reactions and comprehends what parts they have not understood, what motivates them and what bothers them. The aim of this main stage is to facilitate the actual viewing of the video and through the activities, students are engaged in various issues and emphasis is given on plot development. Such activities may be information gathering or film interruption. In the last stage, the teacher clarifies students' confusable parts, encourages discussion and assigns the next activities. At this stage, learners can use the information gathered in the speaking practice. Some activities in the post-viewing may be discussions, film summaries or comparisons.

2.7.3 Criteria for video material selection

Authentic videos are indeed beneficial for teaching speaking but teachers should be able to critically select the types of videos utilized so as to have the impact they desire. For this reason, Arcario (1992) presents two sets of criteria for an appropriate video selection depending on whether the videos are used to elicit language or present it. On one hand, when the aim of the video is to present the language, the teacher should consider the brightness of picture and sound, the degree of visual support and the density of language. In addition, the delivery of speech, the language essence and level should be taken into account as well. On the other hand, if the aim of videos is to elicit language, the focus should be on students' interests, appropriateness of content and length of the sequence. Finally, the autonomy of sequence and the availability of similar materials are crucial too.

Regarding the criteria for the first category, visual support is essential, since it can help the students to decode the verbal message effectively. A clear sound is required as students have to listen to it clearly in order to understand the language that is presented. The density of the language is characterized by Arcario (1992) as the amount of spoken language in a specific scene. Thus, learners are able to comprehend the dense language. The speech delivery criterion, that is how clearly the speakers talk, should be taken into consideration to comprehend what they are watching. For this reason, the videos should be appropriate for their age and their language level.

The language content criterion affects comprehensibility. Hence, the teacher should search for the grammatical structures or language functions that are presented in the video. The teacher should also monitor the difficulty level since too demanding videos will lead to incomprehension and this may be a deterrent factor for their participation in the following tasks.

Regarding the criteria set to elicit the language, videos should be interesting for pupils. In other words, they should be related to topics that students enjoy talking about. Arcario (ibid) believes that students can be affected not only by the video sequence but also the pre-, while- and post-viewing tasks. Therefore, all tasks should be structured around topics that are close to students' interests and background

knowledge and the teacher should be confident about the availability of exercises that are based on videos.

The content of the video should be appropriate as well, which means that taboo topics such as religion or biased opinions should be avoided. Finally, Tomalin (1986) stresses that since the length of the videos plays a major role in understanding, videos should be about five minutes long, in order for students not to lose their interest. The theoretical assumptions in Chapter 2 constitute the theoretical framework of the present study, as they were considered in the design of the activities and the analysis of the results.

2.8 Research questions

The questions of the research were based on other studies and were derived from other researchers' suggestions. In other words, some researchers claimed that a study assessing the enhancement of different areas of speaking should be carried out. For example, Yukselir and Komur (2017), who investigated the use of online videos to improve speaking of EFL students, explain that more research is necessary to investigate other factors that influence the speaking skills in the context of EFL lessons. Another issue for investigation concerns the significance of vocabulary development and the interconnection with the development of the speaking skill. Alharthi (2020) admits that research has pinpointed the significance of vocabulary learning which can assist learners to deal with the linguistic requirements of basic skills such as listening and reading. Nevertheless, he explains that few empirical studies have investigated the relation between vocabulary knowledge to speaking skill. As a result, the main question is demonstrated below.

What is the effect of authentic real-life videos on EFL students regarding speaking in a B1 class?

In order to answer this question, three related aspects are examined in the present study:

a) To what extent do authentic videos develop students' fluency?

- b) How do authentic videos influence learners' interaction?
- b) What is the role of authentic videos in developing students' vocabulary?

As a consequence, the research tries to fill in the gaps and provide answers to suggestions made by other researchers who carried out similar studies. The answers to these questions can be seen in section 4.3 after the implementation of four speaking lessons in a B1 class which consists of seven participants.

3. Research Methodology

This chapter deals with the research strategy and the method that was followed in the research. The cycles of the lessons are also illustrated and the participants of the research and the research setting are described. Finally, some ethical considerations are taken into account.

3.1 Research strategy

In this research, the qualitative approach was followed due to the fact that there was a small group of participants and the researcher aimed to understand and explore pupils' attitudes as well as their behaviors. Dornyei (2007) argues that in this method, which does not concern numbers, open-ended data are collected and are interpreted by non-statistical methods. In addition, Denzin and Lincoln (2008) believe that the qualitative approach is included in different philosophical paradigms which focus on various aspects of the real world. The constructivism paradigm seems to fit this research. Honebein (1996) considers constructivism as an approach where people establish their knowledge and understanding of the words by being exposed to things and then reflecting upon them. Kalender and Dogru (2007) explain that learning is only accomplished when it is learner-centered and students have a major role in the teaching and learning practice.

As a result, in the current research students will be the ones who have the dominant role during the lessons and not the teacher. They will be actively engaged in the learning process in which they participate and express their feelings and thoughts focusing on the learner-centered approach. This way, they are able to use a variety of their own strategies and methods to complete the task by themselves. Since it is a qualitative study, quantification of qualitative data will be implemented in order for the researcher to interpret the collected data and end up with the analysis of the findings.

3.2 Research method

In the research, the action research method was implemented. The teacher-researcher identified the problem with students' poor performance in speaking activities and decided to take some action to develop their communicative competence by implementing authentic videos in the lessons in order to collect data and figure out their effectiveness. In action research, some fixed stages should be followed by the researcher. Kemmis, McTaggart and Nixon (2014) pinpoint that the researcher has to identify the problem and take some action to face it. Afterwards, they should collect and analyze the data. In the end, they have to reflect on their findings so as to reach a thorough and valid conclusion. Kemmis, McTaggart and Nixon (ibid) also describe these cycles and identify the spiral self-reflective cycles of planning, acting, observing and then reflecting on the results. Then, the same procedure takes place. The researcher followed each stage of the cycles. For instance, after the design of the plan, the researcher implemented, then observed it and ultimately reflected on the plan and made the appropriate modifications for the next cycle.

3.2.1 Overview of the research cycles

Koshy, Koshy and Waterman (2011) explain that the cycles in action research are linked and as a result, they influence each other. Based on the graphs by Elliott (1991) and O’Leary (2017), it seems that at least three cycles are needed for this method. Some other studies, including Willis and Edwards (2014), have confirmed this conclusion as well. Figure 3.1, depicts the research cycles of the study and was adapted by Mertler and Charles (2008).

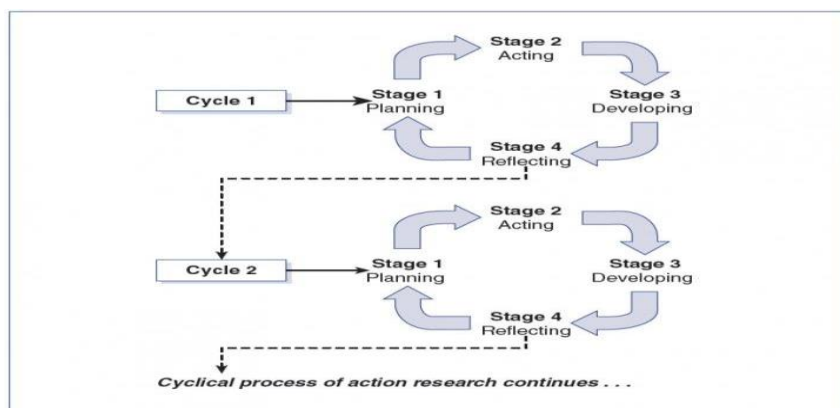


Figure 3.1: Research cycles adapted from Mertler and Charles (2008)

The current study consists of five cycles in total. In the first cycle, the needs analysis questionnaire, the pre-test and the pilot lesson are conducted. Then, the four cycles which concern the four teaching lessons take place, and the research concluded with the diary entry and the post-test. In Figure 3.1, an overview of the research process that was followed in these five cycles is depicted and displays analytically the procedure the researcher followed in each stage of the cycles.

Table 3.1: Overview of the research process

CYCLE	STAGE	DESCRIPTION
1-Pilot lesson	Planning	C1.1. Design of the study C1.2. Speaking pre-test C1.3. Needs analysis questionnaire C1.3. Pilot lesson planning.
	Implementation	C1.4. Pilot lesson delivery of one video lesson.
	Observation	C1.5. Observation checklist completion one day after the lesson.
		C1.6. Data analysis when C1.5 is completed
	Reflection	C1.7. Conclusions and modifications of the process of the data collection tools.
2-4 three speaking lessons	Planning	C2-4.1. Speaking lessons planning taking into account the reflection of the previous lesson and the needs analysis questionnaire.
	Implementation	C2-4.2. Speaking session delivery.
	Observation	C2-4.3. Observation form completion one day after the lesson in C2.5.2 C2-4.4. Data analysis based on students' performance in observation checklist after the completion of the observation form.
	Reflection	C2-4.5. Conclusions and modifications for the following speaking lesson planning the same day.
5- Final	Planning	C5.1. Speaking session planning based on the

speaking lesson, diary entry completion and post-test assessment		conclusions of the previous cycle and the needs analysis questionnaire.
	Implementation	C5.2. Speaking lesson delivery. C5.3. Diary entry completion. C5.4. Post-test evaluation.
	Observation	C5.5. Observation form completion one day after the lesson.
	Reflection	C5.6. Data analysis of observation form, diary entry and the test results the same day as C6.5.

3.2.2 Cycle 1: Pilot lesson

First of all, in the pilot stage, the same group of students as the research group participated in the study. At this stage, learners had to be engaged in a pre-test speaking assessment so as to evaluate their level before the implementation of the lessons with the authentic videos. Secondly, they had to fill in the needs analysis questionnaire so as to comprehend their attitudes towards the English language, their speaking skills and their familiarization with videos. Depending on their favorite topics, the teacher would select and design the upcoming lessons. Then, the lesson about the environment would take place. In this stage, it should be mentioned that the data collected would not be used and analyzed in the research, but would be valuable for the researcher's purposes, so as to have a general view of what should be changed on the lesson and the tools in order to fit students' needs.

3.2.3 Cycles 2-5: Outline of the speaking lessons

Regarding cycles 2-5, during these four weeks, one speaking lesson, which lasts about forty-five to fifty minutes, should take place per week. This schedule was designed in

such a way so that the researcher would be able to analyze the data collected and plan the next cycle based on the conclusions and the reflections of the previous lesson. In other words, after the end of each cycle, data analysis will be conducted before the design of the next cycle so as to check the conclusions that were drawn in the previous cycle. For instance, if the tasks are manageable for the students to handle, then the same or similar types of tasks will be implemented for the next cycle.

However, if the tasks are considered to be quite challenging and demanding for them to understand or the task did not meet the teacher's expectations, then for the next cycle, the teacher should try to make adaptations, use alternative tasks or provide additional help to learners. This whole procedure will be followed in all cycles conducted in order for the teacher to realize the strengths and weaknesses of the lessons so as to improve them. Finally, the links to the videos and other supplementary materials can be seen in Appendix I.

The teacher during the lessons should aim to function as a guide and facilitator, who monitors the lessons and intervenes in order to ask pupils questions, provide more ideas and give turns to students when they want to talk. Therefore, the role of the researcher would stay in the periphery and thus emphasizing the learner-centered approach, as the researcher decided that learners should have the major role using the scaffolding strategy. Maybin, Mercer and Stierer (1992) believe that scaffolding does not only happen when the teacher assists a student with a task, but it intends to make the learners more competent, which will lead them to eventually complete a task on their own. Harmer (2007) also considers teachers as a guide and, with regard to the particular research, the teacher would only intervene in the lesson when it is necessary, and emphasis will be given on how students can complete the tasks using their own strategies and relying mainly on themselves.

In general, the pre-viewing stage was designed to contain mainly vocabulary and speaking exercises, so that the learners develop their background knowledge and schemata about the topic of the lesson. The viewing-stage aimed to contain some exercises related to the visual aid, such as stopping the video, guessing or taking notes and filling the table in. The role of the post-viewing stage was for students to answer questions related to the video or discuss topics close related to what they had watched.

In this final stage, the teacher would have the same role as in previous stages. In other words, the teacher would be a guide who makes the questions or tries to assist the students when they are met with obstacles.

The following day, based on the recording of the post-viewing stage of the lesson, the teacher-researcher should complete the observation checklist. Afterwards, based on the needs analysis questionnaire, the data of the observation checklist and the conclusions made by the reflection of the whole lesson, the teacher should start designing the next cycle. After finishing the video lesson in cycle five, students should write their diary entries in which they are tasked with answering three questions in reliance on the lessons. Then, the post-test evaluation would take place in which the teacher will be able to see if there was an improvement in relation to the pre-test and to what extent. By completing this task, cycle 5 of the research would come to an end.

3.3 The participants of the study

The participants of the research, whose level is B1, attend a private language school in Zografou, a district of Athens. The class consists of nine students, seven of whom participated in the study. The sampling method employed was purposive sampling. This means that the sample was picked out by the researcher so as to fit the aims of the research, as Patton (1990) explains that purposive sampling satisfies the researchers' aims and needs for their study.

The research group consists of two boys and five girls aged between twelve to fifteen years old. They also come from various backgrounds, as some of them come from other countries. The teacher-researcher has been teaching the specific class for three years, and as a result, they are familiar with each other. Hence, the researcher has the advantage to really know learners' strengths, weaknesses and needs. For example, regarding the English language, two of them have an excellent overall performance. Nevertheless, it is worth mentioning that the other students try their best as well and none of them is indifferent. The majority of students, though, face difficulties, especially in spoken language, as they portray their ignorance by not presenting any

justifications in their replies. Regarding the other skills, they seem to have a quite good and stable performance.

The research setting should be mentioned, as the lessons did not take place in the students' learning environment in the private language school, but were conducted online via the Facebook messenger application. Due to the country's lockdown, schools and private language schools were closed for over six months. During the research, the teacher shared the screen in order for the students to see the task sheets the teacher had prepared or the pictures they had to discuss in the pre-stage. The notes that students had to take were written in their notebooks and then presented. All students had their cameras on, so as to be seen by everyone and the teacher could watch their behavior and reactions during the lessons.

3.4 Data collection tools

Patton (1990), as cited in Goodwin and Goodwin (1996), explains that various tools can be used in the research depending on what the researcher aims to find out and how they want to interpret the data collected. Below Table 3.2 demonstrates the data sources of the study from the part of the researcher and the students as well.

Table 3.2: Data sources of the study

Cycle	Student-driven data	Researcher- driven data
1. Pilot study	<ul style="list-style-type: none"> • Pre-tests answers • Needs analysis questionnaire answers • Pilot lesson feedback • Observation form feedback from the post-viewing stage via recording one day after the lesson 	<ul style="list-style-type: none"> • Pre-test questions • Needs analysis questionnaire questions • Pilot lesson design and delivery

2-4. three speaking lessons	<ul style="list-style-type: none"> • Lesson feedback • Observation form feedback from tasks in the post-viewing stage via recording one day after the lesson. 	<ul style="list-style-type: none"> • Speaking lesson planning and delivery • Completion of the observation form watching the recorded lesson the next day.
5. Final lesson-end of research	<ul style="list-style-type: none"> • Observation form feedback from tasks in the post-viewing stage via recording one day after the lesson. • Post-research diary entry answers • Post research test answers. 	<ul style="list-style-type: none"> • Speaking lesson planning and delivery • Post-research diary entry questions • Post-research test questions • Completion of the observation form one day later.

3.4.1 Pre-and post-test

A pre-test was administrated by the researcher before the actual implementation of the lessons. The role of the test was diagnostic in order to have a clear image of students' level beforehand. A post-test was also distributed at the end of the research, after the video interference, so as to examine whether there was progress in learners' performance and to what extent. As in other studies such as Benetsi's (2020), the same test was implemented before and after the video lessons. Plonsky (2013) suggests that both pre-and post-tests are of vital importance and the exclusion of the one part has a major impact on the reliability and validity of the research.

The test was developed based on Basic Communication Certificate in English (BCCE EXAMS) which are about the B1 level and are sponsored by the Hellenic American Union. Students were assessed in fluency, interaction, vocabulary and grammar and the criteria for this assessment appear in Appendix E. The rating scale in each category began from 0 to 5, 0 meaning that no communication was achieved and 5

was a high pass, considering the speaker as effective. It consisted of one role-play task between the students which took about twelve minutes, so the researcher could see how they interact with each other and after that, each student had to answer one of the teacher's questions which lasted about twenty minutes (Appendix D).

3.4.2 Needs analysis questionnaire

A needs analysis questionnaire was distributed to the learners to comprehend their general view towards the English language, their thoughts on the speaking skill and their attitudes towards videos in general. Needs analysis plays a significant role in education, as there are different views, not only from the teacher but also the students regarding the learning and teaching process. Richards and Lockhart (1994) argue that these contrasting perceptions imply the importance to clarify the teachers' objectives to students and teachers on their part should be able to modify and adapt their lessons to meet pupils' needs. Anderson and Arsenault (2005) believe that questionnaires have become one of the most used, and at the same time, misused tools for collecting information due to the fact that they provide valid and reliable data and are time-saving.

Before completing the questionnaire, the teacher-researcher clarified to them that these questionnaires were veiled under complete anonymity and would be exclusively used for research purposes. Patten (2017) supports the opinion that if learners are aware of the anonymity of their responses, they are encouraged to give truthful answers and as a result, the validity of their answers is maintained. Regarding the structure of the questionnaire, it consisted of mainly close-ended questions such as multiple choice and some open-ended questions in order for them to fill in their preferred answer.

3.4.3 Observation checklist

Observation, which is deeply rooted in ethnography, takes place in natural environments where the researcher collects the desired data by keeping notes, in the form of rating scales, checklists or anecdotal records (Griva and Kofou, 2017). The data can be collected either during the lesson for example, or even afterwards, as the researcher is able to record the observation stage and then fill in the observation checklist.

Regarding the particular study, the checklist was created by the teacher who took into consideration other studies and filled in the observation form one day after the lesson, as the post-viewing stage was recorded (Appendix G). The method of checklists allows the researcher to observe a set of criteria and examine the progress made. This way, the researcher had the chance to fill in the checklist without being distracted by the lesson, thus, leading to ambiguous data for the study and was able to gather information about their participation, performance or any other behavior. As a result, the validity of the research could be maintained.

3.4.4 Post-research diary entry

The diary entries were completed after the research ended. Students were given the opportunity to write about their whole experience during the last five weeks by answering some questions. First, they had to provide their thoughts on the viewing of the authentic videos and in particular, present their preferences or any modifications they would make. Next, they had to describe how they felt and if they wanted to go forward with the use of such videos during the lessons. Another point they had to write about was if they believed that these videos helped them develop their communicative competence giving emphasis on interaction, vocabulary and fluency (Appendix H).

Scott and Morrison (2006) postulate that diaries belong to a wide variety of documentary materials that interest researchers in education. Strauss (1987) also considers the diaries quite important in the production of the data record since learners become aware of the benefits or the drawbacks of these lessons in general and express their thoughts. As a consequence, this enables the researcher to collect and examine the data from their perception as well.

3.4.5 Ethical considerations

Due to the fact that students were under-aged, their parents had to give their permission for their participation in the research. For this reason, the parents had to fill in a consent form (in Greek) so as to be totally understandable to them what the research is about, as some of them have no knowledge of the English language (Appendix C). In addition, the real names of the students were not used so as to maintain their anonymity and thus, students would be more carefree and relaxed in

order to provide truthful answers. Therefore, the validity and reliability of the study were retained. Finally, only the researcher had access to all the information gathered and all the data was destroyed when the study came to an end.

4. Data analysis and discussion of the results

This chapter deals with the analysis of the data collected in each cycle of the research followed by a discussion concerning the research questions. The lesson plans and the task sheets of the speaking lessons appear in Appendices A and B, whereas the tools used can be found in Appendices F, G and H.

4.1 Results

This section presents and analyzes the data from the various tools implemented during the research. The data was collected not only by the teacher, based on students' performance in the lessons but also by the learners, through the completion of the questionnaire and the diary entry.

4.1.1 Pre-and post- test

In the first three subsections, the analysis of the pre- and post-test is presented including learners' results and then, a comparison between the results of the tests is demonstrated. The teacher-researcher conducted the same speaking test two times in order to evaluate learners' communicative competence. The pre-test was conducted before the implementation of the authentic video lessons, that is cycle 1, while at the end of the research, in cycle 5, the post-test was carried out so as to see examine if there was an improvement.

According to the pre-test results, student A scored the highest grade of 20/20 and Student B was graded with 19/20. Student C scored 17/20 while Student D scored 16/20, meaning that they are capable speakers and, therefore, pass the test. Student E who is the weakest student achieved 12/20 points while student F achieved 14/20 and Student G scored 13/20. Student F had some technical problems which were taken into account in the final grade. Table 4.1 depicts students' performance in each category and presents their total scores as well.

Table 4.1: Pre-test results

	Interaction	Fluency	Grammar	Vocabulary	Total
Student A	5	5	5	5	20/20
Student B	4	5	5	5	19/20
Student C	4	4	4	5	17/20
Student D	4	4	4	4	16/20
Student E	3	2	3	4	12/20
Student F	3	3	4	4	14/20
Student G	3	3	3	4	13/20

The results from the post-test demonstrated that Students A and B achieved 20/20. In other words, they had an excellent performance in all sections. Student C was graded with 19/20 while Student D had an overall 17/20. Student E scored 13/20 and Students F and G scored a total of 15/20. Table 4.2 shows students' scores in each category and their total scores.

Table 4.2: Post-test results

	Interaction	Fluency	Grammar	Vocabulary	Total
Student A	5	5	5	5	20/20
Student B	5	5	5	5	20/20
Student C	5	5	4	5	19/20
Student D	4	5	4	4	17/20
Student E	3	3	3	4	13/20
Student F	4	4	4	3	15/20
Student G	4	4	3	4	15/20

As it can be concluded from the two tables above, Student A had no alterations in her scores. Student B achieved a better grade in interaction and Student C performed a bit better in interaction and fluency as well. Student D had a higher score in fluency and

learner G had a higher score both in fluency and interaction in the post-test and finally, Student F performed better in interaction and fluency domains but gained a lower grade in vocabulary. More specifically, in fluency, five students gained one more point, whereas the other two remained stable. Regarding interaction, four learners improved their performance and the other three remained stable as they were graded with the same scores as previously. However, in vocabulary, no student had a development in their scores. Six out of seven students had the same performance, while, student F achieved 3 and in the pre-test had a 4.

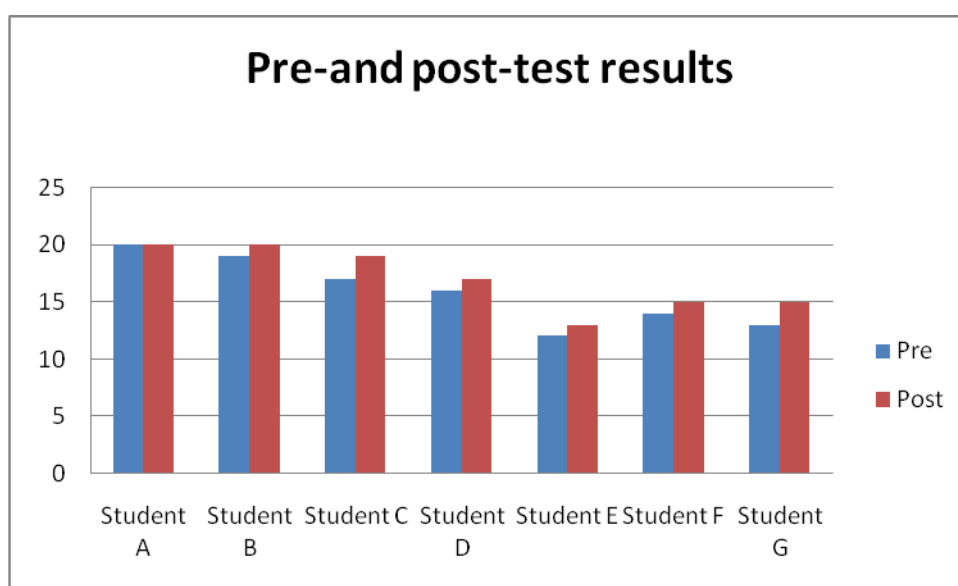


Figure 4.1: Pre-and post-test results

In Figure 4.1 the results of pre-and post-test are demonstrated and it also illustrates the improvement students had after the implementation of the video lessons.

4.1.2 Needs analysis questionnaire

Regarding the needs analysis questionnaire which appears in Appendix F and was completed in cycle 1, the first part presented students' general information. The preferred answers on the favorite topic were taken by the teacher-researcher into consideration so as to create the topic of the next lessons. The most preferred options included free time and hobbies, technology and food as four out of seven students selected these options. Quite popular were the topics of fashion, school, entertainment and travelling. Only two students chose sports as one of their favorite topics and interestingly, the least preferred choice was the topic of environment and was selected

by one pupil. However, this topic was discussed in cycle 1, after the students had completed the needs analysis questionnaire. Figure 4.2 illustrates learners’ favorite topics of discussion and it can be concluded that students selected a variety of these topics as the most preferable for them to discuss inside the classroom since they were supposed to choose from a variety of themes.

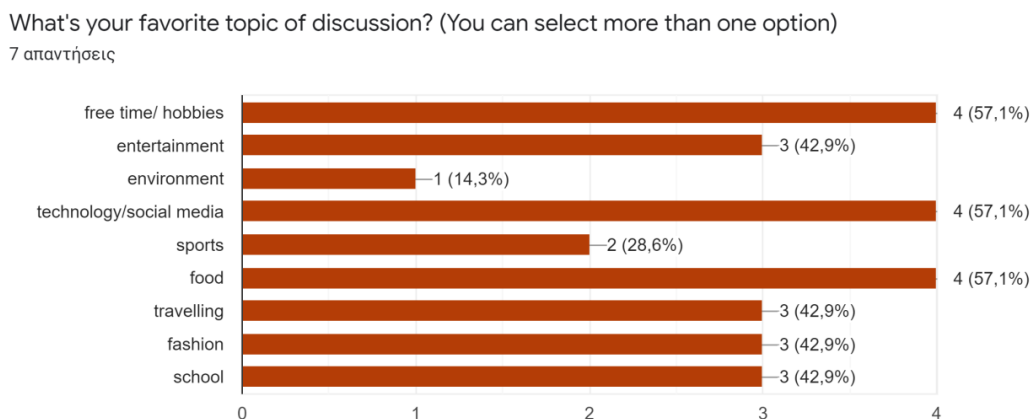


Figure 4.2: Students' preferences on topics

Moving on to the second part of the questionnaire, which concerned the speaking skill, useful information is depicted in Figure 4.3 where it is evident, they prefer to practise their speaking skills mainly through online activities and videos, while the textbook activities were the least selected option.

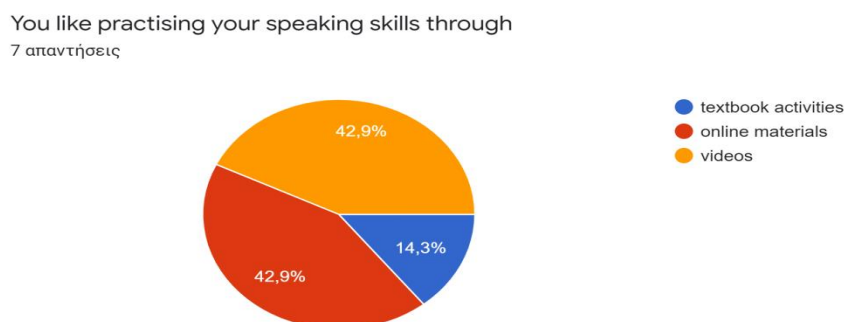


Figure 4.3: How students like practicing the speaking skills

Moving on in Figure 4.4, learners admitted that fluency and interaction are the areas they want to improve.

What would you like to improve?

7 απαντήσεις

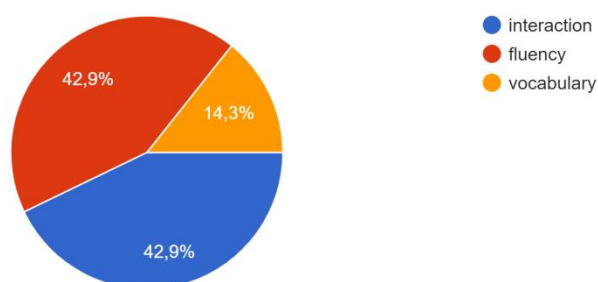


Figure 4.4: Which category they want to improve

Based on their desire for what to incorporate into the lessons, the video option was the most selected one followed by the stories. In Figure 4.5 below students' answers are shown analytically.

You want the speaking lessons to include more

7 απαντήσεις

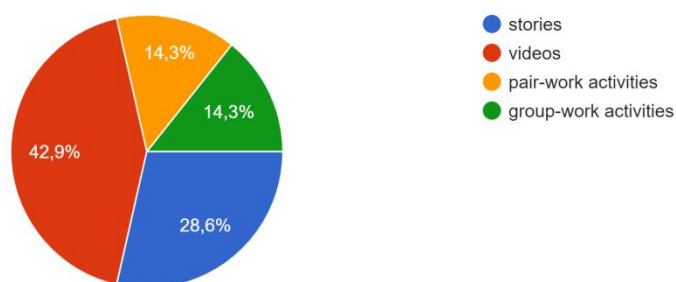


Figure 4.5: What speaking lessons should include

Regarding the speaking interaction, Figure 4.6 depicts that the majority of students are afraid of making possible mistakes while on the other hand, some others admitted to enjoying it. A small percentage opted for not knowing what to say and being a bit shy when talking in front of others.

Regarding speaking interaction
7 απαντήσεις



Figure 4.6: Attitudes towards speaking interaction

In the third and last part, students answered questions about technology. When they had to answer if they watched English videos outside the classroom, almost all of them answered affirmatively. Their answers are illustrated in Figure 4.7.

Do you like watching English videos outside classroom?
7 απαντήσεις

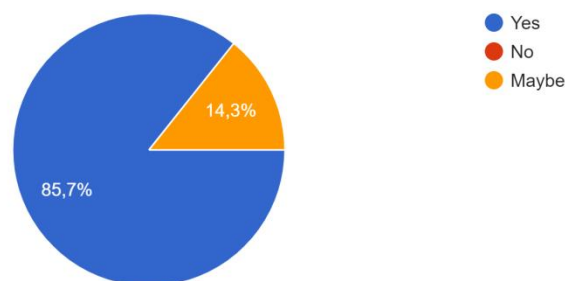


Figure 4.7: Watching videos outside classroom

In the last question in Figure 4.8, four learners agreed with the statement that videos enhance motivation in speaking, whereas two of them preferred to plead ignorance.

Do you agree with the statement that videos develop motivation regarding speaking?

7 απαντήσεις

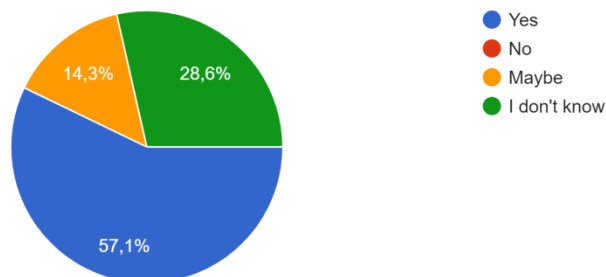


Figure 4.8: Opinion on whether videos enhance motivation in speaking

4.1.3 Cycle 2: Technology

This lesson involved technology (Appendix A and Appendix B) which was among students' most preferred options (Figure 4.2). In the pre-stage, learners had to name some famous people from the field of technology and what they have created. Then, some questions followed in order to be acquainted with the topic and more specifically the video content. In the while-stage, they watched a trailer about a documentary on NETFLIX, and simultaneously, took notes on the problems described. In the post-stage, students discussed their feelings in general and how some of the problems mentioned in the video should be solved. The last task contained pair work between the students.

Some of the conclusions that the researcher made from this lesson are that the pre-viewing stage was a bit demanding as learners were not so familiar with the founders' names so they could not develop their schemata properly. Moreover, two or three students faced problems in comprehending the general idea of the video, while some of them could not keep up with the speed of the video during the note-taking process. All in all, based on their diary entries, where they had to answer questions about the lessons, the video was considered interesting by a couple of students. For instance, student A expressed the opinion that she had not thought of the major disadvantages and advantages of social media (Box 4.1). Another student who admitted enjoying this lesson was student C as well (Box 4.3).

Some technical problems occurred during this stage which affected some students' participation. For example, student E scored 3 in participation because his microphone had a problem and the teacher could not sometimes hear him. Students E and G were a bit reluctant to answer the question on how the video made them feel, as they were not comfortable expressing their own feelings and as a result, they scored 3 in fluency. It should be mentioned that in the interaction stage students needed extra help such as the provision of useful phrases so as to become more confident. That is why students E, F and G scored 3. In Table 4.3 below students' results from this cycle are depicted analytically.

Table 4.3: Cycle 2: Observation checklist results

	Student A	Student B	Student C	Student D	Student E	Student F	Student G
Focus on tasks	5	5	5	5	4	4	5
Engagement/participation	4	4	5	5	3	4	4
Task completion/time management	5	5	5	4	3	3	4
Comprehension of tasks	5	5	5	5	4	3	4
Language use	5	5	4	4	3	4	3
Fluency	4	5	4	4	3	4	3
Interaction	5	4	4	4	3	3	3

4.1.4 Cycle 3: Travelling

Travelling was another topic that was selected due to their preferences (Appendix A and Appendix B). In the pre-viewing stage, learners should develop their background knowledge and schemata to elicit information about travelling based on the images given. Additionally, they were engaged in a guessing strategy to enhance motivation before they move to the while-stage where they had to watch a video about visiting

London. Learners were tasked with taking notes on the sights people could visit. In the post-viewing stage, they were sent a link with one sight they watched on the video and after reading the information and taking notes, they had to present it. The teacher-researcher sent each link to the students and, therefore, she was the one who decided which sight each student had to read and present.

Learners seemed to be well educated with regard to famous monuments and their country, even though a couple of students could not answer in which country Big Ben is. In the while-viewing stage, learners got a bit tired as they watched a video that lasted over six minutes and as a consequence, they did not write all the monuments mentioned. This is what some students admitted to the teacher orally. The last section was very intriguing for the pupils as they had to read information about the sights online and present it. They seemed to enjoy looking for information on the Internet. Student G stated, in the diary entry, that she liked this topic because she likes to travel abroad (Box 4.7) and student D mentioned that she preferred this topic as well (Box 4.4). However, there were times that learners were not able to figure out an answer and thus, they could not keep the communication going. For this reason, students E, F and G scored 3 and the teacher-researcher had to intervene in order to give ideas and make them elaborate more on their thoughts and justifications. Table 4.4 depicts students' scores in this cycle.

Table 4.4: Cycle 3: Observation checklist results

	Student A	Student B	Student C	Student D	Student E	Student F	Student G
Focus on tasks	5	5	5	5	4	4	5
Engagement/ Participation	5	4	4	4	4	4	4
Task completion/ time management	5	5	4	4	4	4	4

Comprehension of tasks	5	5	4	4	4	4	4
Language use	5	5	5	4	3	4	3
Fluency	4	5	5	4	3	4	4
Interaction	4	4	4	4	3	3	3

4.1.5 Cycle 4: Food and Health

This topic gathered a lot of votes and thus, in the pre-viewing stage students were again shown a picture. However, this time, they should not name the picture but describe it (Appendix A and Appendix B). Then they discussed their favorite snacks and which meal they considered to be the most important in their daily lives. In order to prepare them for the next stage, they were also asked whether people in Britain followed a healthy lifestyle or not. After watching the video with the food British people eat during the day, they were able to check if they had guessed correctly about the country's lifestyle. While watching the video, they completed a table with the food British people eat. In the last stage of the lesson, they answered some questions related to the video.

Based on the teacher's reflections made during the lesson, the pre-viewing stage was quite manageable and no particular difficulties were detected. The small duration of the video helped them to maintain their interest as they enjoyed seeing the different kinds of food, receiving eager participation during the lesson. Students did not face any problems in the post-video tasks as they tried to incorporate the phrases given in their discussion with their peers. However, student G expressed the view, in her diary, that she did not like this topic because she thinks British people have an unhealthy lifestyle (Box 4.7). Student D disagreed with her, as she stated that she enjoyed it (Box 4.4.) In Table 4.5 learners' scores are demonstrated analytically.

Table 4.5: Cycle 4: Observation checklist results

	Student A	Student B	Student C	Student D	Student E	Student F	Student G

Focus on tasks	5	5	5	5	4	4	5
Engagement/participation	5	5	5	5	4	5	5
Task completion/time management	5	5	5	5	5	5	5
Comprehension of tasks	5	5	5	5	4	5	4
Language use	5	4	5	3	3	4	4
Fluency	5	5	4	4	3	4	3
Interaction	4	5	5	5	4	5	4

4.1.6 Cycle 5: Free time and Hobbies

In this final lesson, the discussion focused on the topic of free time and hobbies (Appendix A and Appendix B). At first, learners started a conversation based on the pictures given and they had to guess the topic. After that, they answered some questions about free time. In the while-stage, while watching the video about the ten most popular hobbies in the world, they had to write on their notebooks the advantages each hobby offers and if they were familiar with these hobbies. In the last stage, students presented their written information about the advantages of each hobby. Finally, they had to name strange hobbies they knew either in Greece or in other countries.

Reflecting on the lesson, the teacher concluded that the pre-stage was intriguing to pupils. However, some of them admitted that they wanted the video to be stopped while watching it, so as to be able to write down all the necessary information, even though it was not in reliance on the teacher's instructions. In the post-stage, some problems arose in the interaction stage, as some of them could not make a proper dialogue with their classmate, thus they again scored 3. Hence, the teacher had to intervene with instructions in order to help them. However, students were excited to participate in this lesson and quite focused on the tasks. Students B and F for example

said that this was one of the topics they really liked (Boxes 4.2 and 4.6). In the following Table 4.6, students’ observation checklist results are analyzed.

Table 4.6: Cycle 5: Observation checklist results

	Student A	Student B	Student C	Student D	Student E	Student F	Student G
Focus on tasks	5	5	5	5	5	5	4
Engagement/participation	5	5	5	5	4	5	4
Task completion/time management	5	5	5	5	4	5	4
Comprehension of tasks	5	5	5	5	4	5	4
Language use	5	5	5	4	4	4	4
Fluency	5	5	5	4	3	4	3
Interaction	5	4	5	5	3	4	3

With regard to the four cycles, students A and B had a stable and increased performance, whereas student C scored lower points in cycle 3 even though in the other cycles she had a very good performance. Student D got her lowest performance in cycle 3 as well, but she achieved higher scores in the final two cycles. Student E made a good effort and showed an improvement as the cycles kept going, while, student F who did not have a very good performance in the first two cycles, improved in the next ones. Student G’s performance was similar in three cycles, but in cycle 4 she showed an obvious improvement. Below in Figure 4.9, the average scores of students’ performance are demonstrated.

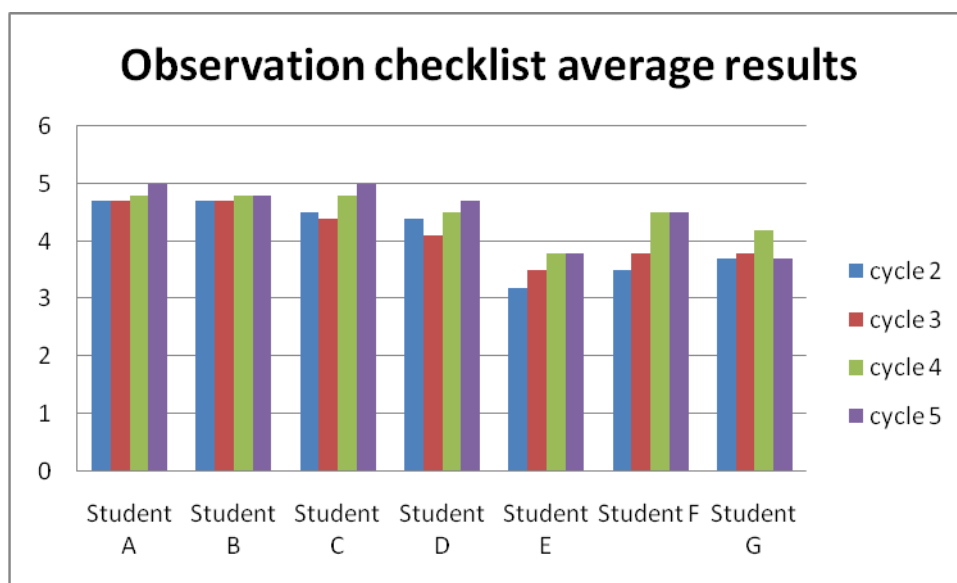


Figure 4.9: Observation checklist average results

Taking into consideration the students' average scores from these lessons which are illustrated in Figure 4.9, it can be concluded that students had an overall improved performance, even though in some lessons they got lower scores in total.

4.1.7 Post research diary entry

Learners, in their diary entries, had to provide their opinions on the lessons by justifying them and commenting on any possible modifications. Some students explained that they liked all the lessons but there was one of them, Student C who admitted that she did not enjoy the lesson about the environment, which was taught in the pilot stage and some of them preferred the lessons about hobbies, travelling or even technology. Student G expressed the view that she did not enjoy the food lesson, due to the fact that she did not like the country's eating habits.

Nevertheless, the majority of students did not mention what they would like to change in the lessons. Only two of them wanted the lessons to have a longer duration (Student D) and another one desired a different type of note-taking exercise (Student A). As it can be concluded from students' responses, some of them were pretty detailed, wrote much information and answered the questions in a satisfactory way, whereas a couple of them replied to the questions with one or two sentences and did not give enough evidence on their video lessons experience.

As far as the second question is concerned, students answered whether they wanted authentic videos to be used in the lessons. Students admitted that they did enjoy the lessons and all of them expressed their positive attitude towards them by saying that they want to keep on watching such videos during the lesson, even though two of them, students E and C said that they do not mind if such videos will be used in the future.

Finally, they had to explain if these videos helped them in speaking skills in general and if they believed that they developed their fluency, vocabulary use and interaction. The majority of students argued that they felt that these videos benefited the improvement of their vocabulary, interaction and fluency. Among them is student E, but the results of the pre-and post-test are not in accordance to this view. However, some of them mentioned that they think they developed their vocabulary skills but did not write anything about fluency and interaction. Student A also admitted that she did not feel that these videos aided her, due to the fact that she is already a very competent speaker. This opinion is confirmed by the pre-and post-tests which presented the same result, that is 20/20. Therefore, she could not improve her performance as she scored the highest grade she could achieve. Boxes 4.1-4.7 below show students' answers in their diary entries.

Box 4.1: Student A's diary entry answer

- 1) I think these lessons have been pretty fun. I really liked the lesson where we watched the video on technology, because I rarely see topics like that in regular textbooks. If I could change one thing, it would be that when we answered the questions, we could write them down and say our answers, instead of having to think of an answer on the spot, since I'm not the best at that.
- 2) I think we should continue to use videos in the lessons, because with a video you can find more different topics than in our books.
- 3) I don't think these videos helped with my way of speaking, or my interaction with others, since to actually improve my speech I would have to do this a lot more often. I also don't think it helped me use more elevated vocabulary too much, in speech, at least. To be honest I'm not sure if it did anything because I don't know if my vocabulary is that elevated or not. And lastly, it probably didn't help me talk in a

more fluent pace since I already speak English pretty fluently at least I like to think so. Also, most of the time I don't like speaking too much so that isn't a big help.

Box 4.2: Student B's diary entry answer

- 1) All the lessons were interesting. The lesson I liked the most is the one with hobbies and the lesson I found difficult and didn't like so much is the one with environment.
- 2) Now, I feel good and I like the lessons with the authentic videos. I want to keep using such videos in the lessons, because I found them very educational and interesting.
- 3) Yes, I firmly believe that these videos have helped me to develop my way of speaking and use more elevated vocabulary and talk in fluent pace.

Box 4.3: Student C's diary entry answer

- 1) The lessons we did were kinda fun but sometimes kinda boring because in some lessons I didn't really like the topic/subject we had to discuss but in others I liked it better. The lesson I liked the most was about social media. And the one I disliked was about the environment, not because it was boring or something like that. It's because people are slowly destroying/killing the environment and I want that to change.
- 2) I feel ok now and I don't mind if we keep using such videos in the lessons.
- 3) I think these videos helped me use more elevated vocabulary than normally/usually.

Box 4.4: Student D's diary entry answer

- 1) Personally, I loved the speaking in those lessons. The best I think was food and travelling. We learn many things about different cultures.
- 2) Now I feel my brain very exercise because we saw all this videos and you hear different pronunciation so your brain exercise more.
- 3) Those videos helped me a lot. You can't imagine how helpful was. But if I had to

change it I would do it 30 minutes more speaking.

Box 4.5: Student E's diary entry answer

- 1) I wouldn't change something. The lessons were good and I enjoyed them.
- 2) I don't mind but I would like to.
- 3) Yes, because we had already some ideas and the main subject.

Box 4.6: Student F's diary entry answer

- 1) I liked all the lessons and especially the one with hobbies.
- 2) I want to continue doing such lessons.
- 3) I think those videos helped me in the speaking.

Box 4.7: Student G's diary entry answer

- 1) In my opinion the best lessons it was that we speak about travelling because I like travelling and in the future I want to go in abroad. I think the lessons which I didn't like it was that with foods because in the other countries eat not good dish for me and I prefer traditional foods. I believe that everything was good but I wanted the lessons were more time because with that I learnt more things about abroad.
- 2) I am very excited about these videos because that helped me learn more words and enough details for the future which I am sure would help me. Of course I want to keep on these videos because make me happy and help me.
- 3) The truth is that these videos learn to me more words and help me speak better English because I tried to understand everything told in these video which have difficult words which I didn't know before.

All in all, in Boxes 4.1-4.7 above, students' thoughts are presented with regard to the video lessons. In the first question, students had to provide answers about their individual preferences on the lessons. Some students expressed the view that topics such as hobbies or travelling were preferred. The majority of students were pleased with the selection of topics as it can be concluded by their answers and acted positively towards the use of authentic videos since most of them explained that they want to keep using this technological tool. In the last question, the majority admitted that their speaking skills were developed, even though some of them did not explain if the development appeared in fluency, interaction or even vocabulary.

4.2 Discussion

In this section a discussion takes place, divided into subsections regarding the research sub questions, taking into consideration the data collected from section 4.1.

4.2.1 Developing students' fluency in speaking

Students at first were a bit curious about these videos and were focused on them so as to see what they are about, as the teacher noticed. Hence, they were watching to understand the whole video and as a result, they put emphasis on what is being said (Student G, Box 4.7). In general, the majority of students achieved higher grades in the post-test than the pre-tests (Figure 4.1) and, specifically in fluency, students A and B had the same scores, that is 5 in both tests while students C and D achieved 5 as well, even though they had scored 4 in the pre-test. Students E, F and G improved their performance as well by scoring one more point in the post-test. Specifically, student E scored 3 even though he had got 2 at first. Ultimately, students F and G scored 4 when in the first test they had achieved 3 (Tables 4.1-4.2).

Viewing the observation checklist results, the excellent performance students A, B and C had in the pre-test, is also evident in the observation checklist (Tables 4.3-4.6). From these tables, it is explained that students A, C and G were improved in fluency and the rest of the students had a stable performance, even though student B scored 5s in all lessons. It should be mentioned that in cycle 5, where the question was if they knew any strange hobbies, all students answered negatively. So, this was one example where fluency was very challenging for them. Most students in Boxes 4.1-4.7 stated

that they would not change anything in the tasks and lessons and only student A wanted to give ideas they had thought of, while students D and G wanted the speaking lessons to last longer. However, the teacher spotted some difficulties during the reflection stage. For example, in cycle 2 almost all students could not name the founders and what they had created, thus, they could not brainstorm enough.

Therefore, it can be concluded that fluency was indeed influenced by the use of authentic videos. Fluency is a significant factor when dealing with oral speech and is hard to achieve. The use of authentic videos confirmed that students were able to develop their fluency skills as they increased their scores even though for some students, there was only a slight increase. Students got better grades after the completion of the lessons as can be noticed from the post-test results, even if during the lesson their performance was almost the same.

4.2.2 Enhancing students' interaction when talking

During the five weeks of research, the interaction part was considered a bit challenging based on students' performance and the teacher's observation. At first, some students could not engage in proper interaction with their classmates (Table 4.3). For example, they found it difficult to use phrases to start a conversation or how to end up to a selected option in the pilot stage. For this reason, the teacher-researcher tried to help them in the following lessons and integrated some phrases they could use in their discussion (Appendix B, cycle 2). This seemed to influence positively some of them, but difficulties remained. A reason behind this difficulty may be the fact that they are not acquainted with discussing and interacting with each other through a platform and their laptops. This was a totally new experience for them and they were influenced by conducting online lessons.

Their struggle in the interaction stage was depicted by the results on the observation stage where three students achieved 3 out of 5 in two or three lessons out of four. In addition, all students showed an improvement in interaction at least in one lesson, so they really were assisted by the phrases given (Tables 4.3-4.6). Students E and G achieved minor improvement but in general, they stayed stable in their scores (Table 4.6). In the post-test, student A did not show any improvement as she had achieved the highest score in the pre-test as well, while students B and C were able to score the

highest grade as well by scoring one more point in interaction in the post-test. The remaining students improved their scores by one point apart from Students D and E who were graded with the same score as in the pre-test (Tables 4.1-4.2).

In general, interaction was another element that was influenced by the videos. By comparing the pre- and post-tests and the observation checklists it is evident that as the lessons went by, students managed to enhance their interaction skills and even if they struggled at first, they became more familiarized with that eventually. However, much progress is still needed in order to have excellent performance at this stage.

4.2.3 Developing learners' vocabulary

Vocabulary knowledge is necessary when dealing with EFL. Some students complain that they cannot remember the words and phrases they have learnt and as a result, they face problems in oracy and literacy skills. From students' answers in the diary entry (Boxes 4.1-4.7) it can be concluded that authentic videos can affect the way learners talk and use vocabulary. In the beginning, students kept repeating their ideas or using their classmates' ideas. Then, they tried to use words and phrases from the videos they had watched or the phrases they had been given by the teacher and they had a slight development in their speech with regard to vocabulary, since all of them, apart from Student F, improved during the lessons as it is depicted in the observation form tables (Tables 4.3-4.6). Nevertheless, the results of the observation form are not in accordance with the results of the post-test due to the fact that their results in the post-stage remained the same and even one student, student F had a lower performance than previously (Table 4.2).

Hence, the development of vocabulary is not as evident as in fluency and interaction categories. Observation checklists may illustrate a small improvement in students' achievements. Nevertheless, the fact that this cannot be confirmed by the post-tests, demonstrates that vocabulary is a very demanding area and the research did not end up to the results the researcher anticipated, leading to ambiguous conclusions on the enhancement of vocabulary in speaking by implementing authentic videos in the lessons.

4.3 Answers to the research questions

The answers to the following sub questions are based on the discussion that took place in section 4.2.

1) To what extent do authentic videos develop students' fluency?

Taking into account Tables 4.1, 4.2 and Figure 4.9, students were able to develop their fluency. Post-test indicated that five out of seven pupils scored better grades, apart from students A and B, who achieved the highest grade and based on the observation checklists students A, C and G improved as well. This can be concluded by the fact that in participation and focus of tasks, learners achieved the highest grades from the beginning even though there were some exceptions. For example, in cycle 2 student E scored 3 in participation.

However, it should be mentioned that the topics used were their most preferred ones and thus, it led to the enhancement and the eagerness of participation even though some students may not fancy all the topics. For example, student G did not like the topic of cycle 4 but, according to the observation checklist results in Figure 4.9, she managed to score her highest grade from all the cycles. Thus, she did not let her dislike influence her performance.

2) How do authentic videos influence learners' interaction?

In cycle 1, which was the pilot study, the teacher was led to the conclusion that they did not perform well in the interaction stage. This was due to the fact that students had not given sentences or phrases they could use and hence, they could not engage in proper dialogue. During these weeks students were improved in at least one cycle in the observation checklist but in the post-test only students D and E did not perform better. In general, interaction was considered to be difficult for them, but a slight improvement was evident.

3) What is the role of authentic videos in developing students' vocabulary?

The observation results showed that almost all students had an improved performance, but in the post-test the results remained the same and even student F had lower achievements (Tables 4.1 and 4.2). The majority, in their diary entries, expressed the

opinion that they feel they have developed their speaking skills even if in vocabulary this is not the case, as it can be noticed from the post-test. Learners were quite familiar with such topics and this cannot justify their difficulty in using advanced vocabulary. They should be able to elaborate and discuss topics they like and are quite familiar with them. As a result, it cannot be concluded that vocabulary was developed in the way the teacher expected.

After dealing with these three sub questions, the main question of the study can be answered.

What is the effect of authentic, real-life videos in speaking development in a B1 class?

It can be concluded that authentic videos are indeed beneficial for students' communicative competence. The comparison between pre-and post-tests (Figure 4.1) demonstrated that the majority of learners developed their speaking. It should be mentioned that student A had no changes in her results as she had achieved the highest grade and could not receive more points. Their development can be confirmed by noticing the results of the observation checklist, as the majority of them achieved higher scores as the lessons kept going. (Tables 4.3 - 4.6).

Therefore, the significant role of the videos in the learning and teaching process cannot be denied. The fact that all students answered that they would like to keep using such videos confirms their importance as well (Boxes 4.1-4.7). Even though they did not like some topic lessons, none of them said they are against continuing to watch authentic videos. However, some activities might have been a little challenging and did not have the anticipated performance. This means that the choice of the activities plays a major role in students' participation.

These lessons were designed based on their preferences from the needs analysis questionnaire. Hence, all the topics selected were of their choice and helped with their participation and performance. This can be confirmed by the fact that the pilot session was about the environment, a topic which only one selected as one of their most preferred in the questionnaire. There were also two students who admitted they did not enjoy this lesson and even one of them said that it was boring (Box 4.3). Also, six out of seven students expressed that they felt they improved their communicative

competence. This means that they have a positive attitude towards the authentic videos and it is another element that certifies that they really enjoyed them (Boxes 4.2-4.7). The one student, student A, who argued that she did not feel any difference in her speech can be explained by the fact that she is an excellent speaker, whom the teacher considers to have more advanced speech abilities than her level requires (Box 4.1).

5. Conclusion

This final chapter of the dissertation refers to the significance of the research, compares its findings with the results of similar studies and concludes with some implications for future research as well as its limitations.

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5.1 Significance of the research

All in all, this research tried to shed light on whether authentic videos can improve a specific class's communicative competence and, more specifically, if they affect fluency, vocabulary and interaction. From the results presented in section 4.1, it was confirmed that authentic videos indeed affect students' speaking skills and hence, they assist students in the teaching process. Canning-Wilson (2000) argues that video is significant since it is a means of communication and can be accomplished without the help of a language as we communicate with gestures or facial expressions. It should be mentioned that such videos affect not only the competent students but also have a large impact on learners who are less confident and have a lower performance. By using such videos, students do not feel anxious and are free to express their ideas. Thus, participation is enhanced and learners combine fun and teaching at the same time.

The video-teaching lessons could inspire other teachers to implement this method in their classes and be able to realize their value. As time goes by, there should be progress on the part of the teachers. They should stop using only the traditional methods of teaching and try to find ways to engage students in the learning process by using methods that interest them. Technology is part of people's everyday life and should be incorporated into lessons. At this age and, more specifically, this period, due to Covid-19, everything is conducted electronically and this is a good opportunity for teachers to use videos in their lessons as students enjoy combining learning with technological tools. It is a chance for all teachers to get away from the fixed syllabus followed in text books and try refreshing and alternative methods by using the vast variety of technological media available on the Internet. This way, they become more

technology literate and obtain skills that will be useful outside the classroom environment.

5.2 Relevance of the research to similar studies

In this section, the results of the present study are compared with the results of other similar studies.

Yukselir and Komur (2017) conducted a study on using online videos to improve the speaking abilities of EFL learners. Their speaking level was quite low according to their test results and the videos they watched contained subtitles or texts. In this research, twenty people participated and were divided into control and experimental groups. Students had to watch online videos in five weeks and then complete some activities. According to the results of their research, the participants in the experimental group enhanced their level of speaking through these online videos. This comes in accordance with the present research, where students had an improved performance in the post-test even if they were not divided into control and experimental groups.

Irawati (2016), in her action research on supporting students' English-speaking achievement using video, divided the lessons into pre-watching, whilst-watching and post-watching. It was revealed that the use of video can be an alternative method to solve the problems students have in speaking English and create positive attitudes towards the learning process. In the research, the pre, while and post-viewing technique was implemented and researchers concluded that videos are important for teaching students as they can enhance their skills.

Konstantara's study (2012) involved young learners and the use of video as well. In general, her students participated in the learning process and they seemed to enjoy it. This can also be deduced by the present study, taking into account the observation checklists (Tables 4.3-4.6) and students' diary entries (Boxes 4.1-4.7). She stated that even students, who performed at a lower level, tried some meaningful sentences, even though they made mistakes. Students E, F and G of the present study, who happen to

be of a lower competence than the other ones, enhanced their scores in some cycles and students F and G had better scores in the post-test as well.

Chamba and Gavilanes (2019) also admitted that authentic materials are positive for EFL learners. The experimental group of their study managed to increase their fluency in speaking after being evaluated in pre-and post-tests. In addition, learners felt that such videos helped and increased their participation. From the test results (Figures 4.1-4.2) and the observation checklists (Tables 4.3-4.6), it is also evident that fluency was one area where students performed better after the videos.

5.3 Limitations of the study

Due to the fact that the research methodology implemented was action research, few students took part in it. Therefore, the conclusions drawn might be insufficient for a compound and thorough view. In addition, since the teacher-researcher had a lesson with this class once a week, a couple of additional lessons may be needed so as to have more time to analyze the data. Since the lessons were taught online due to the covid-19 situation, the teacher did not have an immediate interaction with the students and more one-to-one questions were preferred since it was difficult to conduct more role-plays and simulations through the screen. If the lessons could take place in the private language school, students may have been more relaxed and willing to exchange more ideas and thoughts as face to face interaction seems to be more convenient for them.

5.4 Future research paths

Studies over a larger period of time could be conducted so as to have a clearer image of the effects of authentic videos. This means that the researcher would be able to gather more data and examine if the positive effect and students' advanced performance, after using authentic videos, would remain the same after dealing with them for a couple of months.

The same group of students could have been divided into two groups where the control group is taught speaking only through the textbook and the experimental group is trained in speaking using authentic videos. This way, the researcher could have been able to detect the differences or even the similarities of the two methods. For example, by comparing the results, it would be clear which method is more appropriate for this group of students and meets their needs or the progress displayed during the experiment.

Another class, a B2 class, for example, could participate in the study and become aware of how these lessons could have influenced this particular group of students. This group might have behaved differently to the authentic videos as they are more mature, have an advanced comprehension than the younger students and are sitting for the B2 exams.

More research could be conducted on the use of authentic videos in other skills as well. Authentic videos are often used to develop speaking and listening skills, but researchers should consider the effects such videos have either on reading or writing and if they have the same impact as on listening and speaking.

Ultimately, when face-to-face lessons are permitted, a similar or the same study can be carried out so as to compare and contrast its results with the ones from the online lessons, investigate if there are major differences and whether students behave differently depending on the situation, indicating that the face-to-face communication and online interaction affect students' achievements.

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APPENDIX A: LESSON PLANS

Cycle 2: Technology

Time: 50 minutes

Objectives: 1) To learn how to express their view and thoughts.

2) To become aware of the disadvantages of the social media.

3) To learn how to collaborate with each other.

Materials: pictures, video, tasksheets, notebooks

Pre- viewing

Procedure	Objectives	Interaction and Time
1) Students are given some founders' pictures and are asked to name the media they have created.	1) To introduce them to the topic. 2) To develop their background knowledge and schemata. 3) To generate interest	T-S 3 minutes
2a) After that, they have to name some social media applications.	1) To engage them in participation. 2) To develop interest. 3) To motivate them.	T-S 1-2 minutes
2b) They have to answer which application they think is better and why.	1) To critically evaluate the applications.	T-S 5 minutes
3) They are asked who is watching NETFLIX and what they usually watch.	1) To familiarize them with what they are going to watch. 2) To enhance motivation.	T-S 3 minutes
3b) Students are presented with the title of the video	1) To make predictions and create a sense of	T-S 2 minutes

they are going to watch and what to guess what the video is about.	suspense.	
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While-viewing

4) Students watch the video and name the problems this video refers to.	1) To learn how to pay attention to the video and simultaneously take notes. 2) To develop comprehension.	5 minutes
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Post-viewing

5) Learners are asked how this video made them feel.	1) To learn how to express their thoughts and feelings.	T-S 5 minutes
5.1) Then, they present their opinion on ways we can solve some of these problems.	1) To see if they have understand what the video is about and improve their speaking skill.	T-S 10 minutes
6). They list the advantages and in pairs they take turns and discuss the advantages and disadvantages of the social media. They are given phrases which they can use.	1) To engage them in a way to collaborate with each other. 2) To develop their interaction skills.	S-S 15 minutes

Cycle 3: Travelling

Time: 45 minutes

Objectives: 1) To become culturally aware of the various monuments

2) To familiarize them with the city of London.

3) To develop their presentation skills

4) To develop their interaction and learn how to reach an agreement

5) To enhance their grammar skills

Materials: pictures, task sheets, notebooks, video.

Pre-viewing

Procedure	Objectives	Interaction and Time
1a) Students are presented with 5 monuments and they have to name them and the country they are.	1) To familiarize them with the topic. 2) To develop their content schematic knowledge 3) To be familiarized with some of the most famous monuments and where they are.	T-S 3 minutes
1b) Then they have to answer if they have been to these countries.	1) To learn how to properly use the present perfect simple and past tenses.	T-S 4 minutes
1c) Students have to answer which is their wishful destination.	1) To express their feelings. 2) To enhance participation.	T-S 3 minutes
2) Students are informed that they are going to	1) To simulate interest. 2) To practise their	T-S 2 minutes

watch a video with a travel destination and have to guess which city they are going to watch.	guessing skill.	
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While-viewing

3) Learners watch the video and have to provide a list with the sights of the video.	1) To be acquainted with the specific city and the monuments it consists of. 2) To learn how to watch and listen for details. 3) To check for understanding.	13 minutes
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Post-viewing

4) Students are given some links of the sights that are mentioned in the video. The teacher sends each link to the students and they read the information on the link and take notes. Then, they are divided into pairs and present their notes. When they finish they have to choose one of the two sights they would prefer to visit the most.	1) To develop their presentation skills. 2) To develop their knowledge about the significant sights of London. 3) To improve their interaction.	S-S 20 minutes
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Cycle 4: Food and health

Time: 45 minutes

Objectives: 1) To be familiarized with healthy and unhealthy habits.

2) To become culturally aware of the British food habits.

3) To develop discussion with their classmates.

4) To learn how to complete a table by filling in information

Materials: picture, tasksheets, video, notebooks

Pre-viewing

PROCEDURE	OBJECTIVES	INTERACTION AND TIME
1) Students look at a picture presented by the teacher and have to describe it.	1) To develop their background knowledge. 2) To be familiarized with describing pictures.	T-S 2 minutes
2) Students are asked about their favorite snack is and if they believe it is healthy or not.	1) To engage them in speaking interaction. 2) To learn how to support their opinion.	T-S 5 minutes
3) Learners have to give an explanation on which meal they consider the most important and why.	3) To engage them in critical thinking.	T-S 5 minutes
4) Finally, they are asked if people in the UK have a healthy diet.	1) To develop their awareness of other cultures.	T-S 2 minutes

While-viewing

PROCEDURE	OBJECTIVES	INTERACTION AND TIME
5) Students watch a video about the British food and have to complete a table with dishes UK people have during the day.	1) To become familiar with other countries' food style. 2) To listen for details. 3) To complete a table.	T-S 5 minutes

Post-viewing

6) Learners are provided with 4 different restaurants and their menu and have to discuss in pairs in which they want to go. They are also provided with useful phrases which they can use in their interactions.	1) To learn how to make a decision. 2) To give their opinion and justify it. 3) To learn how to discuss with each other and take turns.	S-S 15 minutes
7) Students are asked which British meal they would like to try and why.	1) To express personal view.	T-S 3 minutes
7) They have to answer the question what do they usually have for breakfast, lunch and dinner.	1) To describe their food routine.	T-S 8 minutes

Cycle 5: Free time and hobbies

Time: 45 minutes

Objectives: 1) To develop their vocabulary related to free time and hobbies.

2) To learn how to talk about hobbies and free time.

3) To enhance interaction.

Materials: picture, video, tasksheets, notebooks

Pre-viewing

PROCEDURE	OBJECTIVES	INTERACTINO AND TIME
1) Students are shown a picture and have to describe what they can see. Then, they are asked to guess the topic of the lesson.	1) To develop their pre-existing knowledge. 2) To appropriately describe a picture. 3) To engage them use the guessing strategy.	T-S 5 minutes
2) Students are asked if they believe that teenagers have more free time now than some years ago.	1) To express their view and support it using specific examples and justification.	T-S 5 minutes
3) Students are asked what they do in their free time.	1) To talk about their hobbies and everyday life.	T-S 3 minutes

While-viewing

4) Students watch a video about top 10 popular hobbies and have to take	1) To familiarized them with the most popular hobbies.	8 minutes
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notes on the hobbies presented regarding their advantages and if they knew this hobby before.	2) To listen for details.	
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Post-viewing

5) Learners have to present the advantages of the hobbies appeared in the video.	1) To enhance their presentation skills.	S-T 5 minutes
6) Students are engaged in an interaction with one of their classmate. They want to take up one of the hobbies mentioned in the video and decide which is more suitable for them and why.	1) To engage them in speaking interaction. 2) To enhance participation.	S-T 10 minutes
7) They have to answer which hobby they think is stranger and why.	1) To express and justify their opinion.	S-T 5 minutes
8) Students have to discuss about strange hobbies we have here in Greece or in other countries.	1) To express their knowledge on hobbies in our country and develop their cultural awareness.	S-T 3 minutes

APPENDIX B: TASKSHEETS

Cycle 2: technology

Pre-viewing

1) Look at the pictures and decide which media they have created.

1) Bill Gates



2) Elon Musk



3) Mark Zuckerberg



4) Jeff Bezos



5) Steve Jobs



2a) Name some social media applications.

2b) Which application do you think is better and why?

3a) How many of you watch NETFLIX? What do you usually watch?

3b) The title of the video you are going to watch is social dilemma. Can you guess what it is about?

While-viewing

4) Watch the video and write about the problems this video refers to.

[The Social Dilemma | Official Trailer | Netflix - YouTube](#)

Post-viewing

5a) How did it make you feel?

5a) How can we solve some of the problems mentioned in the video?

6) List the advantages and disadvantages and in pairs take turns and discuss them.
You can use the phrases below.

Agreeing

Disagreeing

Partly agreeing

I think you are right

I have a different opinion

Yes, maybe, but....

I totally agree with you
mean, but...

I don't think so

I see what you

That's true
think...?

No, I disagree

But don't you

Cycle 3: Travelling

Pre-viewing

1a) Name the monuments and their countries.

1)



2)



3)





1b) Have you even been to these countries?

1c) Which is your wishful destination and why?

2) Guess the city that the following video is going to be about.

While viewing

3) Watch the video below and provide a list with the sights of the video.

[London Vacation Travel Guide | Expedia - YouTube](#)

Post-viewing

4) Each one of you has to click one of the links below so as to read information about one specific sight of London and take notes on what are these sights famous for. Then, in pairs present your notes and decide which of the two choices you would like to visit the most.

[Tower of London - Simple English Wikipedia, the free encyclopedia](#)

[Buckingham Palace - Simple English Wikipedia, the free encyclopedia](#)

[Westminster Abbey - Simple English Wikipedia, the free encyclopedia](#)

[Trafalgar Square - Simple English Wikipedia, the free encyclopedia](#)

[British Museum - Simple English Wikipedia, the free encyclopedia](#)

[London Eye - Simple English Wikipedia, the free encyclopedia](#)

[Tower Bridge - Simple English Wikipedia, the free encyclopedia](#)

Cycle 4: Food and health

Pre-viewing

1) Look at the picture and describe it.



2) What are your favorite snacks? Do you think they are healthy or not?

3) Which meal of the day do you think is the most important and why?

4) Do people in the UK have a healthy diet?

While-viewing

5) Watch the video below and complete the chart with the food British people eat during the day.

https://www.youtube.com/watch?v=AeDco_eYzyI

Breakfast	
Lunch	
Dinner	

Post viewing

6) Imagine you want to go out to a restaurant. You are provided with 4 restaurants and the dishes they serve. In pairs, discuss with each other and choose the one that is appropriate for you. You can also use the phrases below.

Restaurant 1	Restaurant 2	Restaurant 3	Restaurant 4
Eggs	Sausages	Fried tomatoes	Bacon
Buttered toast	Bacon	Baked beans	Buttered toast
Tea	Roast beef	Pie and chips	Fish and chips
Fish and chips	Sandwich	Toad in the hole	Shepard's pie

Useful phrases

Giving an opinion

Agreeing

Disagreeing

Why don't we...?

In my opinion,

You're right.

No, I disagree.

How about going...?

Personally, I think,

I agree.

I don't think so.

What do you think about...? I reckon,

That's true.

I'm not sure.

7) Which British meal would you like to try and why?

8) What do you usually have for breakfast, lunch and dinner?

Cycle 5: Free time and hobbies

Pre-viewing

- 1) Describe the following picture. What can you see? Can you guess the topic of the lesson?



- 2) Do you think that teenagers have more free time than some years ago?
- 3) What do you do in your free time?

While-viewing

- 4) Watch the video and fill in the information missing.

<https://www.youtube.com/watch?v=70keNWrYpW4>

Hobbies	Advantages	Familiar with the hobby

Post-viewing

- 5) Present the advantages of the hobbies appeared in the video.
- 6) Imagine you and your friend want to take up one of the hobbies mentioned in the video. Decide which one is more suitable for you and why.
- 7) Which hobby do you think is strange and why.
- 8) Do you know any strange hobbies here in Greece or in other countries?

APPENDIX C: CONSENT FORM

Έντυπο Συγκατάθεσης Κατόπιν Ενημέρωσης

Αγαπητοί γονείς,

Με το παρόν έγγραφο σας ζητώ την άδεια για να συμμετέχει το παιδί σας στην ερευνητική διπλωματική εργασία μου με τίτλο:

«Η χρήση των αυθεντικών βίντεο σε μια τάξη που διδάσκονται τα αγγλικά ως ξένη γλώσσα: Μια έρευνα δράσης για την επίδραση των αυθεντικών βίντεο στον προφορικό λόγο των παιδιών επιπέδου B1».

Αυτή η έρευνα γίνεται ως μέρος της μεταπτυχιακής διπλωματικής μου εργασίας για να ολοκληρώσω τις μεταπτυχιακές μου σπουδές μου στο Ελληνικό Ανοιχτό Πανεπιστήμιο στο πρόγραμμα «Διδακτική της Αγγλικής ως Ξένης/ Διεθνούς Γλώσσας». Παρακαλώ διαβάστε προσεκτικά τους παρακάτω όρους πριν λάβετε την τελική σας απόφαση για τη συμμετοχή του παιδιού σας στην έρευνα.

Περιγραφή : Πρόκειται να διεξαχθούν κάποια μαθήματα που θα έχουν ως στόχο να αναπτύξουν τον προφορικό λόγο των παιδιών. Γι' αυτό το λόγο θα παρακολουθήσουν κάποια βίντεο, εστιάζοντας στο σχετικό λεξιλόγιο του κάθε μαθήματος και θα διεξαχθούν κάποιες προφορικές δραστηριότητες.

Σκοπός: Ο σκοπός της έρευνας είναι να εξετάσουμε εάν τα αυθεντικά βίντεο επηρεάζουν το λεξιλόγιο, την επικοινωνία και την ευφράδεια του λόγου τους.

Τι περιέχεται στην έρευνα: 5 μαθήματα από 50 λεπτά περίπου το καθένα κατά τη διάρκεια της κανονικής διδακτικής ώρας τους. Επιπροσθέτως θα δοθεί ένα ανώνυμο ερωτηματολόγιο για να καταγραφούν οι ανάγκες των μαθητών και κατά τη διάρκεια των μαθημάτων, και συγκεκριμένα μετά την παρακολούθηση του βίντεο, θα γίνει καταγραφή του προφορικού μαθήματος έτσι ώστε να αναλύσω τα δεδομένα την επόμενη μέρα. Επίσης μετά την ολοκλήρωση των μαθημάτων θα ζητηθεί από τους μαθητές να γράψουν μια καταχώρηση σε ένα ημερολόγιο όπου θα εξηγούν πώς τους

φάνηκε η όλη διαδικασία. Τέλος πριν την έναρξη των μαθημάτων και μετά τη λήξη τους θα γίνουν δυο τεστ προφορικού λόγου έτσι ώστε να δω αν υπήρξε βελτίωση μετά τη χρήση των αυθεντικών βίντεο στον προφορικό τους λόγο και σε τι βαθμό.

Προστασία προσωπικών δεδομένων: Ο μόνος που θα έχει πρόσβαση σε αυτά τα δεδομένα θα είμαι εγώ και τα δεδομένα αυτά θα καταστραφούν μετά την τελική υποβολή της διπλωματικής μου εργασίας. Επιπροσθέτως, στην παρουσίαση των δεδομένων δε θα γίνει **καμία** αναφορά στους μαθητές με τα πραγματικά τους ονόματα και έτσι διασφαλίζεται η ανωνυμία τους.

Πλεονεκτήματα από τη συμμετοχή στην έρευνα: Πρώτα απ' όλα, το παιδί σας θα βοηθήσει όχι μόνο εμένα να διεξάγω την έρευνα, αλλά και την επιστημονική κοινότητα μέσα από τα συμπεράσματα που θα βγουν. Επίσης, θα έχουν την ευκαιρία να συμμετέχουν σε ένα διαφορετικό μάθημα κάνοντας ταυτόχρονα εξάσκηση του προφορικού λόγου.

Μειονεκτήματα συμμετοχής στην έρευνα: Δεν υπάρχει κανένα ρίσκο και μειονέκτημα συμμετοχής του παιδιού σας στην έρευνα αυτή, καθώς αν και τα μαθήματα δεν θα διεξαχθούν μέσα από το βιβλίο, θα έχουν ως στόχο την ανάπτυξη του προφορικού λόγου των παιδιών.

Υποχρέωση συμμετοχής: Δεν υπάρχει καμία υποχρέωση συμμετοχής. Η συμμετοχή είναι προαιρετική.

Κόστος: Δεν υπάρχει κανένα κόστος συμμετοχής.

Αμοιβή: Δεν υπάρχει καμία αμοιβή για εσάς ή για το παιδί σας για τη συμμετοχή στην έρευνα.

Δικαίωμα απόσυρσης συμμετοχής: Οποιαδήποτε στιγμή μπορείτε να αποσύρετε τη συμμετοχή του παιδιού σας από την έρευνα αυτή χωρίς καμία επίπτωση. Τα δεδομένα που έχουν συλλεχθεί μέχρι την απόσυρση συμμετοχής σας, θα καταστραφούν και δε θα χρησιμοποιηθούν στην έρευνα.

Πληροφορίες για τα αποτελέσματα της έρευνας: Μετά το τέλος της έρευνας, μπορείτε να έχετε πρόσβαση στα συμπεράσματα της, αν το επιθυμείτε.

Ερευνητής και συλλέκτης δεδομένων: Αγγελική Μαλισιόβα του Αναστασίου (Τηλέφωνο επικοινωνίας: 6976916550).

Σας ευχαριστώ για τον χρόνο σας,

Αγγελική Μαλισιόβα

Απόφοιτος τμήματος Αγγλικής Γλώσσας και Φιλολογίας,

Πανεπιστήμιο Αθηνών

Μεταπτυχιακός φοιτητής, Ελληνικό Ανοιχτό Πανεπιστήμιο

Αθήνα,

Έχω ενημερωθεί για τα παραπάνω.

(Υπογραφή γονέα)

APPENDIX D: PRE-AND POST-TEST ASSESSMENT

Task 1

Role-play

Directions: In this task, we’re going to take part in a role-play. I will read out the role-play.

Role-play Prompt:

Student A is a reporter visiting your country. They are interviewing people about the use of technology in education. Student B expresses their opinion on whether technology can help students learn new things. They also explain how students can use technology for their homework and say if this method is popular with young people today. Describe when you last used the Internet to do an assignment.

Directions: You will have 30 seconds to prepare your answer and response.

Task 2

General Questions

Directions: In this task, I’m going to ask each one of you one general question about what we have been discussing so far.

- 1) Have you ever had to find information online? What do you think are the differences between finding information in a book and finding information online? Which one do you prefer? Why?
- 2) What are some of the advantages of finding information online? What are some of the difficulties of finding information online? Have you been taught how to find information online? Who taught you?
- 3) Have you ever read an electronic book? What do you think are the advantages / disadvantages of reading an electronic book? Which do / would you prefer? Why?

- 4) Would you prefer to attend a class face-to-face or do a class online? What do you think are the advantages of doing a course face-to-face? Are there any disadvantages? Are there any advantages / disadvantages to taking a course online?
- 5) What do you think education will be like in the future? Why? Do you think students will still need teachers? Why? Why not? Will computers ever replace teachers? Why? Why not?
- 6) Some people claim that computers have made people lazy. What is your opinion? Do computers make people lazy? Why/ Why not?

APPENDIX E: CRITERIA FOR SPEAKING ASSESSMENT

Basic Communication Certificate in English (BCCE)
Speaking Section Scoring Rubrics: Descriptors of Salient Features

	Interaction	Fluency	Grammar	Vocabulary
Focus	Contribution Understanding	Length of utterances Interlocutor support Hesitations Pronunciation	Range Accuracy	Range Accuracy
5 HIGH PASS Effective Speaker	Consistently contributes effectively to communication Performs and responds to basic language functions by expressing opinions and attitudes with reasonable precision and supporting details Consistently relevant contributions Consistently understands interlocutor	Sustains interaction effectively without interlocutor support Expresses self with relative ease Hesitations mainly observed when forming longer responses Pronunciation does not impede communication	A repertoire of frequently-used structures even when conveying ideas on less routine situations Good control of a repertoire of frequently used patterns and structures throughout Few minor grammatical inaccuracies that do not impede communication	Sufficient vocabulary even when conveying opinion on less routine topics Good control of both common and less common vocabulary even when expressing opinion on less routine topics Few minor errors in vocabulary usage of less routine vocabulary that do not impede communication
4 PASS Good Speaker	Contributes effectively to communication Performs and responds to basic language functions by expressing opinions and attitudes by providing some supporting details Mostly relevant contributions Mainly understands interlocutor	Sustains interaction mostly without interlocutor support Some hesitations observed when forming shorter responses Pronunciation may cause some strain, but does not impede communication	A repertoire of frequently-used structures when conveying ideas on routine situations, but limitations on repertoire of structures may exist when addressing less routine situations Good control of a repertoire of basic structures when addressing routine situations with occasional grammatical inaccuracies when addressing less routine situations Errors in the "less routine" structures may be noticeable but do not impede communication	Sufficient vocabulary when dealing with routine topics, but lexical limitations may exist when conveying ideas on less routine topics Overall good control over usage of simple vocabulary with occasional errors when dealing with less routine topics Errors do not impede communication
3 LOW PASS Satisfactory Speaker	Contributes satisfactorily to communication Performs and responds to basic language functions, such as information exchange and requests, and expresses opinions and attitudes in a simple way Usually relevant contributions Initiates, maintains, and closes simple face-to-face conversations Understands interlocutor, but may need clarification at times	Sustains interaction usually without interlocutor support Hesitations may interrupt flow of communication at times Pronunciation may cause strain and may impede communication at times	A repertoire of frequently-used structures when conveying ideas on routine situations Grammatical structure limitations become obvious when addressing less routine situations Basic errors throughout do not generally impede communication	Sufficient vocabulary to address routine topics, but lexical limitations become obvious when conveying more complex opinions or addressing less routine situations Basic errors in vocabulary usage when conveying more complex beliefs do not impede communication
2 NARROW FAIL Limited Speaker	Has difficulty in contributing to communication Has difficulty in responding to basic language functions and expressing opinions and attitudes Few relevant contributions Understands interlocutor when input is simplified	Has difficulty in sustaining interaction in longer contributions Usually sustains interaction with interlocutor support Produces very short contributions Frequent long hesitations may interrupt flow of communication Pronunciation causes severe strain and may impede communication	Limited repertoire of very frequently-used structures even when conveying ideas on routine situations Basic errors throughout impose difficulty in getting the message across	Limited vocabulary often used repeatedly even when conveying simple ideas related to routine topics Errors in usage of basic vocabulary impose difficulty in getting message across
1 FAIL Ineffective Speaker	Usually contributes to communication by answering "yes" or "no" Irrelevant contributions Understands interlocutor only when input is simplified and delivered slowly	Has difficulty in sustaining interaction in both simple and longer contributions despite interlocutor support Consistently needs interlocutor support to sustain interaction Very long hesitations interrupt flow of communication Communication breakdowns are frequent Pronunciation seriously impedes communication	Very limited repertoire of very frequently-used structures even when conveying ideas on routine situations No control over usage and accuracy of basic grammatical structures Basic errors throughout impede communication	Very limited vocabulary inhibits communication of ideas even on very routine topics No control over usage of basic vocabulary Basic errors throughout impede communication
0	No attempt to communicate ideas No assessable language	No attempt to communicate ideas No assessable language	No attempt to communicate ideas No assessable language	No attempt to communicate ideas No assessable language

APPENDIX F: NEEDS ANALYSIS QUESTIONNAIRE

Needs analysis questionnaire

Dear students, the following questionnaire is administrated to you so as to comprehend your thoughts about the English language in general, your familiarization with technology videos and your attitude towards the speaking skill. You should know that this questionnaire is anonymous, so I won't know who completed which one.

* Απαιτείται

Part I: General Information



1. Gender *

Να επισημαίνεται μόνο μία έλλειψη.

- ☐ male
☐ female

2. Age *

3. How many years have you been learning English? *

4. You are learning English because you want to (You can select more than 1 option) *

Επιλέξτε όλα όσα ισχύουν.

- ☐ travel abroad
☐ get a language certificate
☐ communicate with people of other countries
☐ understand songs or movies
☐ find a future job

Άλλο: ☐ _____

5. You use the English language outside classroom *

Να επισημαίνεται μόνο μία έλλειψη.

- ☐ quite often
☐ often
☐ rarely
☐ never

6. What's your favorite topic of discussion? (You can select more than one option) *

Επιλέξτε όλα όσα ισχύουν.

- ☐ free time/ hobbies
- ☐ entertainment
- ☐ environment
- ☐ technology/social media
- ☐ sports
- ☐ food
- ☐ travelling
- ☐ fashion
- ☐ school

Άλλο: ☐ _____

Part II: Attitudes towards the speaking skill



7. Do you like speaking in English? *

Να επισημαίνεται μόνο μία έλλειψη.

- ☐ Yes
- ☐ No
- ☐ Maybe

8. You like practising your speaking skills through *

Να επισημαίνεται μόνο μία έλλειψη.

- ☐ textbook activities
- ☐ online materials
- ☐ videos
- ☐ Άλλο: _____

9. You like to talk *

Να επισημαίνεται μόνο μία έλλειψη.

- ☐ one-to-one
- ☐ in a group
- ☐ in pairs

10. What tasks do you prefer when you speak? *

Να επισημαίνεται μόνο μία έλλειψη.

- ☐ role plays
- ☐ description
- ☐ problem-solution
- ☐ Άλλο: _____

11. Regarding speaking interaction *

Να επισημαίνεται μόνο μία έλλειψη.

- ☐ You enjoy it
- ☐ You are a bit shy to talk in front of others
- ☐ You are afraid of making possible mistakes
- ☐ You don't know what to say
- ☐ You don't have any problem
- ☐ Άλλο: _____

12. You regard speaking as *

Να επισημαίνεται μόνο μία έλλειψη.

- ☐ easy
- ☐ challenging
- ☐ very difficult

13. Which area do you think is the most challenging in speaking? *

Να επισημαίνεται μόνο μία έλλειψη.

- ☐ interaction
- ☐ fluency (the ability to talk easily and quickly without stopping and pausing a lot)
- ☐ vocabulary

14. What would you like to improve? *

Να επισημαίνεται μόνο μία έλλειψη.

- ☐ interaction
- ☐ fluency
- ☐ vocabulary

15. You want the speaking lessons to include more *

Να επισημαίνεται μόνο μία έλλειψη.

- ☐ stories
- ☐ videos
- ☐ pair-work activities
- ☐ group-work activities
- ☐ Άλλο: _____

Part III: Videos



16. How familiar are you with technological tools? *

Να επισημαίνεται μόνο μία έλλειψη.

- ☐ very familiar
- ☐ quite familiar
- ☐ not so familiar

17. Do you like watching English videos outside classroom? *

Να επισημαίνεται μόνο μία έλλειψη.

- ☐ Yes
- ☐ No
- ☐ Maybe

18. You usually watch English videos *

Να επισημαίνεται μόνο μία έλλειψη.

- ☐ with subtitles
- ☐ with no subtitles
- ☐ both

19. What kind of videos do you watch? (You can select more than 1 option) *

Επιλέξτε όλα όσα ισχύουν.

- ☐ entertainment
- ☐ sports
- ☐ health
- ☐ movies/ series
- ☐ interviews
- ☐ cartoons
- ☐ documentaries

Άλλο: ☐ _____

20. How often do you watch videos? *

Να επισημαίνεται μόνο μία έλλειψη.

- ☐ every day
- ☐ 3-4 times a week
- ☐ 1-2 times a week
- ☐ rarely
- ☐ never

21. Do you like when videos are presented in the class? *

Να επισημαίνεται μόνο μία έλλειψη.

☐ Yes

☐ No

☐ Maybe

22. Do you participate more in the class, when videos are presented? *

Na επισημαίνεται μόνο μία έλλειψη.

☐ Yes

☐ No

☐ Maybe

23. Do you understand the topic of the lesson better when you watch videos? *

Να επισημαίνεται μόνο μία έλλειψη.

☐ Yes

☐ No

☐ Maybe

24. Do you agree with the statement that videos develop motivation regarding speaking? *

Να επισημαίνεται μόνο μία έλλειψη.

☐ Yes

☐ No

☐ Maybe

☐ I don't know



Αυτό το περιεχόμενο δεν έχει δημιουργηθεί και δεν έχει εγκριθεί από την Google.

APPENDIX G: OBSERVATION CHECKLIST

Lesson: All students were rated from 1 to 5, 1 being the lowest and 5 the highest.

	Student A	Student B	Student C	Student D	Student E	Student F	Student G
Focus on tasks							
Engagement/participation							
Task completion/time management							
Comprehension of tasks							
Language use							
Fluency							
Interaction							

APPENDIX H: POST-RESEARCH DIARY ENTRY

Dear students, now that the lessons with the authentic videos are completed, I want you to write a diary entry so as to express your thoughts about these lessons. In your diary entry you should discuss the following questions.

- 1) Write your opinion regarding the lessons in general. Which lesson did you like the most and which one you didn't or what you wish to change.
- 2) How do you feel now? Do you want to keep using such videos in the lessons?
- 3) Do you think that these videos helped you to develop your way of speaking? In other words, do you think that it helped you to interact with each other better, use more elevated vocabulary and talk in a fluent pace?

APPENDIX I: SUPPLEMENTARY MATERIALS

Links for the photos

[Bill Gates | Biography, Microsoft, & Facts | Britannica](#)

[Elon Musk - Wikipedia](#)

[Mark Zuckerberg - Wikipedia](#)

[Jeff Bezos becomes first person ever to have net worth of more than \\$200 billion | Pittsburgh Post-Gazette \(post-gazette.com\)](#)

[Steve Jobs - Wikipedia](#)

[The Louvre Museum \(france.fr\)](#)

[Big Ben silenced: Britain's bong furore is a sign of national insecurity \(theconversation.com\)](#)

[Italy wants to build a retractable floor at the Colosseum - Lonely Planet](#)

[Visiting the China Great Wall: All you need to know | Bookmundi](#)

[Interesting facts about Sydney Opera House - Sydney Opera House](#)

<https://www.businessinsider.com/why-it-feels-like-you-have-no-free-time-anymore-2017-11#our-view-of-free-time-has-changed-1>

<https://www.comunicaffe.com/promotions-of-unhealthy-foods-to-be-restricted-in-the-uk-from-april-2022/>

Link of the videos

<https://www.youtube.com/watch?v=uaaC57tcci0>

<https://www.youtube.com/watch?v=45ETZ1xvHS0>

<https://www.youtube.com/watch?v=70keNWrYpW4>

https://www.youtube.com/watch?v=AeDco_eYzyI

Wiki links

[Tower of London - Simple English Wikipedia, the free encyclopedia](#)

[Buckingham Palace - Simple English Wikipedia, the free encyclopedia](#)

[Westminster Abbey - Simple English Wikipedia, the free encyclopedia](#)

[Trafalgar Square - Simple English Wikipedia, the free encyclopedia](#)

[British Museum - Simple English Wikipedia, the free encyclopedia](#)

[London Eye - Simple English Wikipedia, the free encyclopedia](#)

[Tower Bridge - Simple English Wikipedia, the free encyclopedia](#)

Author's Statement:

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