



Videos as a Tool to Foster Fluency in English in High School Students

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RESUMEN

El objetivo de este estudio era analizar el impacto de las actividades basadas en videos en la mejora de la fluidez oral en inglés de los alumnos de secundaria. La investigación se llevó a cabo mediante un diseño mixto concurrente, que combinaba datos cuantitativos y cualitativos para ofrecer una comprensión integral del fenómeno. La muestra estuvo compuesta por 68 alumnos de dos clases de secundaria.

Los datos cuantitativos se recopilaron mediante una prueba previa y una prueba posterior, ambas evaluadas con una rúbrica de fluidez oral que incluía criterios como la fluidez del discurso, la pronunciación y la entonación, el uso del vocabulario, el dominio gramatical, la eficacia comunicativa y la confianza. Los datos cualitativos se obtuvieron a través de observaciones no estructuradas en el aula, registradas en notas de campo, centrándose en la participación, la confianza y la interacción de los alumnos durante la intervención. Los resultados revelaron una mejora significativa en la fluidez oral de los alumnos, con un aumento de la media general de 2,2 en la prueba previa a 3,3 en la prueba posterior. Además, los hallazgos cualitativos mostraron que los alumnos se mostraron más comprometidos, seguros de sí mismos

y dispuestos a participar en actividades orales. La triangulación de ambas fuentes de datos confirmó el impacto positivo de las actividades basadas en vídeos en el rendimiento oral de los alumnos.

En conclusión, el uso de vídeos como herramienta pedagógica contribuye al desarrollo de la fluidez oral al aumentar la motivación, reducir la ansiedad y fomentar la participación activa en el aula. Estos resultados sugieren que la integración de actividades basadas en vídeos en la enseñanza del inglés puede ser una estrategia eficaz para mejorar la competencia comunicativa de los alumnos.

Palabras clave: fluidez oral, actividades basadas en vídeos, EFL, motivación, competencia comunicativa

Abstract

This study aimed to analyze the impact of video-based activities on improving English speaking fluency in high school students. The research was conducted using a mixed-methods concurrent design, combining both quantitative and qualitative data to provide a comprehensive understanding of the phenomenon. The sample consisted of 68 students from two secondary school classes.

Quantitative data were collected through a pre-test and post-test, both assessed using a speaking fluency rubric that included criteria such as flow of speech, pronunciation and intonation, vocabulary use, grammatical control, communicative effectiveness, and confidence. Qualitative data were obtained through unstructured classroom observations recorded in field notes, focusing on students' participation, confidence, and interaction during the intervention. The results revealed a significant improvement in students' speaking fluency, with the overall average increasing from 2.2 in the pre-test to 3.3 in the post-test. Additionally, qualitative

findings showed that students became more engaged, confident, and willing to participate in speaking activities. The triangulation of both data sources confirmed the positive impact of video-based activities on students' oral performance.

In conclusion, the use of videos as a pedagogical tool contributes to the development of speaking fluency by enhancing motivation, reducing anxiety, and promoting active participation in the classroom. These findings suggest that integrating video-based activities into English language teaching can be an effective strategy to improve students' communicative competence.

Key words: speaking fluency, video-based activities, EFL, motivation, communicative competence

Chapter One

Literature Review

Teaching English has become a significant challenge for instructors who strive to teach and support their students in acquiring language skills. Learning a language certainly takes time; however, one of the most important aspects often overlooked is fluency, which, in essence, is effective communication. According to independent researcher Shanini (2017), fluency refers to the natural use of language when a speaker engages in and maintains meaningful communication. It is also characterized by rapid, confident language use, with few faltering or unnatural pauses. These details demonstrate the crucial role of fluency in communication. Several researchers argue that the primary goal of language learning is to develop communication competence (Lopez, 2021).

Why Watch Videos?

As time progresses, it is essential to update teaching methods to capture students' attention and motivate them to participate and interact with each other. Several studies (Pratama, 2025; Toleuzhan, 2023; Huang, 2022) highlight that video-based learning enhances student motivation, reduces anxiety, and promotes active participation in speaking activities. The authors mentioned above agree on key points: first, as times change, teaching methods must evolve; second, they need to be interactive and engaging. Therefore, we can conclude that audiovisual media, such as videos, help students participate in activities and improve language fluency.

YouTube, Vlogs, and Movies

Ghozali (2023) describes YouTube as one of the largest platforms for acquiring new vocabulary and practicing different accents. This common platform supports learners by providing low-anxiety practice environments. Additionally, Benmouhoub (2018), in his work on YouTube's benefits for fostering oral fluency, shows that students feel motivated to collaborate because these activities positively impact their perception and encourage innovation. YouTube videos connect students with content through familiar environments and prior knowledge.

Another tool related to YouTube is vlogs, which "are currently in high demand among students as they serve as an effective medium to improve achievement, particularly in speaking English" (Lingga, 2021). Moreover, "from a socio-constructivist perspective, learning occurs when students interact socially and internalize information from these interactions" (Picher Gollart, 2021). These arguments highlight the impact of video-based teaching tools on collaborative activities that encourage cooperation and language skill development.

Finally, movies engage students with language appealingly and entertainingly, making learning meaningful. "Watching movies provides opportunities for imitation, shadowing, and interactive discussions, which reinforce speaking skills. Several studies have examined the effectiveness of audiovisual materials in language acquisition" (Abdullahayeva, 2025).

Videos as Authentic Language Input

Videos have been used effectively in the teaching-learning process. Their use aligns with the Cognitive Theory of Multimedia Learning (CTML), which explains that people learn more effectively through combined words and visuals rather than words alone. This occurs through dual channels: verbal (spoken/written words) and visual (images/videos/diagrams), helping students focus on essential information while reducing cognitive load (Mayer, 2024).

"The potential of educational videos to enhance learning depends on the quality of cognitive processes students engage in when studying video content" (Gijssen, 2024).

Authentic videos offer numerous advantages for language learners, providing rich cultural content, real-life language, and communicative relevance. They serve as concrete referents for abstract ideas, capture attention through emotions, simplify complex issues, and support comprehension through visual aids. When paired with interactive tasks, authentic videos create meaningful opportunities to practice listening and speaking, boost motivation, and engage students with real-world resources (Kaynar, 2021).

Previous research emphasizes the role of authentic materials, particularly videos, in enhancing listening and speaking abilities. Exposure to YouTube content, movies, and digital media provides real-life input, natural pronunciation, and contextualized communication, supporting oral skill development through improved comprehension, expanded vocabulary, and spontaneous use. Video-based materials also increase motivation and confidence, key components of oral fluency. Although some studies address authentic materials broadly, their findings strongly support videos' crucial role in EFL contexts, including secondary education (Fauziyah, 2025).

"The integration of emerging technology in English language teaching overcomes limited classroom time for practicing language skills" (Çakmak, 2022). However, the effectiveness of video-based instruction depends on appropriate pedagogical integration; without structured guidance, videos may become passive learning tools.

Challenges in Oral Speaking Fluency

Speaking involves more than producing sounds; it requires expressing meaningful ideas orally using English accurately and appropriately. Speaking skills expand knowledge and enrich

experiences by enabling students to exchange ideas about their lives. Thus, speaking proficiency is a primary goal for EFL learners, requiring effective oral communication (Aulia, 2022).

Traditional teaching methods contribute significantly to students' speaking difficulties. Riaz et al. (2025) note that traditional approaches emphasize grammar over authentic practice opportunities, hindering real communication. Additionally, Selimović-Korjenić (2025) from International Burch University identifies pronunciation, vocabulary gaps, anxiety, and nervousness as key challenges, particularly considering students' age. "Several factors contribute to EFL learners' difficulties, including lack of confidence in responding to oral questions in English classrooms" (Alam, 2024). This is critical since "spoken English proficiency is vital in today's communication and media landscape" (Ghafar, 2023).

Given the challenges in developing speaking fluency, the integration of technological tools such as videos has emerged as an effective alternative.

What Speaking Involves

"Speaking is a productive skill that enables students to create spoken texts. Teachers must foster an atmosphere where learners communicate actively in the classroom" (Normawati, 2023).

According to Brown (2003), speaking comprises micro and macro skills:

Micro skills:

- Produce differences among English phonemes and allophonic variants
- Produce chunks of language of different lengths
- Produce English stress patterns, rhythmic structure, and intonation contours
- Produce reduced forms of words and phrases
- Use adequate lexical units for pragmatic purposes
- Produce fluent speech at different rates

- Monitor oral production using strategic devices (pauses, fillers, self-corrections)
- Use grammatical structures, word order, and elliptical forms
- Produce speech in natural constituents (phrases, breath groups)
- Express meanings in different grammatical forms
- Use cohesive devices in discourse

Macro skills:

- Accomplish communicative functions appropriately
- Use appropriate registers, implicature, and sociolinguistic features
- Convey links between events, ideas, and information
- Use facial expressions, body language, and nonverbal cues
- Develop speaking strategies (rephrasing, contextualizing, assessing comprehension)

Since "speaking empowers individuals to stand out. Good speakers communicate effectively before others" (Houn, 2022), teachers must monitor student responses to strategies and techniques. Many high school students remain shy and struggle with basic sentences due to instructional approaches that fail to promote active speaking (Dinh, 2023). Thus, teachers must create supportive conditions for speaking skill development.

Learner Motivation and Engagement

"They are unfamiliar with English and feel shy using it. They assume English is only for class time" (Wulandari, 2022). Arcipe and Balones (2023) suggest that higher motivation correlates with fewer learning difficulties and greater classroom engagement.

Serajuddin (2023) argues that motivation and engagement shape learning outcomes, with technology offering interactive experiences that address diverse learning styles. Flipped learning

reverses traditional teaching by delivering instruction asynchronously outside class, dedicating class time to interaction. This model supports engagement, collaboration, autonomous learning, and motivation (Koh & Ahn, 2023).

"Engagement is critical for academic development, motivating students to learn more" (Lokollo, 2024). Video-based activities enhance motivation by providing engaging, authentic, and interactive learning experiences.

Overall, the literature suggests that video-based instruction can significantly enhance speaking fluency by improving motivation, providing authentic input, and reducing anxiety. However, there is limited research focusing specifically on the use of videos to develop fluency among secondary school students in Ecuador, which highlights the need for further investigation.

Chapter two

Method

This study uses a mixed-methods concurrent action research design to gather both qualitative and quantitative data, providing a more comprehensive understanding of how videos affect students' English fluency. In this context, the data were collected during this phase (almost simultaneously) and later analyzed together to assess the effects of the interventions.

The quantitative part measured students' improvement in speaking fluency using pre- and post-tests, both evaluated using a fluency assessment rubric. Additionally, the qualitative part involved classroom observations recorded in the researcher's field notes, which helped document students' participation, confidence, and speaking behavior during the video-based activities.

A speaking task was designed and implemented as both a pre-test and a post-test. The pre-test was conducted before the video-based activities to assess students' English fluency. The post-test was administered after the intervention to determine whether using videos helped students improve their English fluency. To evaluate if students improved, a speaking fluency rubric was used. This rubric included criteria such as speech flow (fluency), pronunciation and intonation, vocabulary use, grammatical control, communicative effectiveness, and confidence and anxiety levels. It also had a scoring scale to categorize students as emerging or high performers.

On the other hand, classroom observations took place during the same process. The use of unstructured classroom observations, recorded through field notes by the teacher-researcher during lessons, helped document students' participation, willingness to interact, confidence while speaking, and changes in fluency during classroom discussions.

It is important to note that these instruments were used in a secondary educational institution with a student population of 742. The sample was selected conveniently because the researcher was also the teacher responsible for the classes where the application occurred. Additionally, the sample includes two courses, each with 34 students and with the same English level, totaling 68 students. In addition to collecting qualitative data, a semi-structured interview was conducted with 4 English teachers from the institution being researched to examine how English teachers use technology and the effect of its use on students. This research was conducted in an institution where English teachers have eight academic hours per week and have access to screens, Internet connection, and air-conditioned classrooms. Naturally, all of that is possible because it is a fiscomisional high school.

The data is analyzed, showing the main results of pre and post-test referring to the quantitative data, and the answers from interviews and the facts found during the non-structured observations will be presented according to the aspects that occur. After that, both quantitative and qualitative data are compared to triangulate the data.

Results and findings

Pre-test and post-test

After utilizing the instruments, key facts could be identified. The findings encompass both qualitative and quantitative data from the pre-test and post-test, as well as insights from unstructured classroom observations.

The results from the pre-test and post-test show a clear improvement in students' speaking fluency after using video-based activities.

Fluency level	Pre-test Mean	Post-test Mean	Improvement
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Flow of speech	2.1	3.4	+1.3
Pronunciation and intonation	2.4	3.3	+0.9
Vocabulary use	2.2	3.2	+0.8
Grammatical control	2.3	3.1	+0.8
Communicative effectiveness	2.2	3.3	+1.1
Confidence and anxiety	2.3	3.5	+1.2
Overall average	2.2	3.3	+1.1

Table 1. Results from the Speaking assessment rubric.

Elaborated by: José Carlos Zambrano Santana

The results show a significant improvement in students' performance, especially in flow of speech (3.4) and confidence (3.5), indicating that students feel more comfortable sharing opinions and participating. Likewise, the overall average rose from 2.2 to 3.3, reflecting a notable boost in speaking fluency.

Non-structured observations

In addition to qualitative data, non-structured observations were recorded during the intervention. Demonstrating important and interesting facts. For instance, at the beginning of the process, students struggled to express themselves. Many of them hesitated, paused frequently, or avoided speaking altogether. Naturally, they required time to adapt to this strategy.

Nonetheless, as the intervention progressed, students became more engaged and confident. They showed increased participation and were more willing to express their ideas. By

the end of the process, although some minor errors persisted, students were able to communicate their ideas more effectively, using notes and information gathered from the video activities as support and interaction with their classmates.

Interview

Questions 3 and 8

80% of interviewees (4/5) consider it important to use videos in their classes in order to make students feel the topic is attractive. Nevertheless, 20% (1/5) mentioned a significant detail, videos may tend to distract students and divert their attention. Additionally, the constant use of videos might make classes predictable.

Question 5

100% of interviewees (5/5) agree that video-based activities help develop fluency in English as long as they are related to a topic students prefer and eye-catching from their perspectives to avoid boredom. One of the main responses that supports that affirmation is, “They are very drawn to videos, but when they are animated, they react very well.” Another interviewee also approves, “They generally respond positively. They seem more motivated and engaged.”

Question 10

100% of interviewees consider videos in classes really essential. “Videos are one of the most powerful and effective tools for developing oral fluency, as long as they are not used as mere entertainment, but as a strategic learning resource.” Also, it was mentioned that videos allow the direct exposition of language, where they may see how native speakers interact with their mother tongue.

Then, it is important to highlight that both quantitative and qualitative methods complement each other. For example, post-test scores show a significant improvement in students' fluency, non-structured observations reveal that students feel comfortable participating actively, and the interview shows the perspective of other English teachers who believe that videos are very supportive to their classes as long as their use is adequate and not constant. This convergence of data strengthens the validity of the results through triangulation.

Discussion

This study aimed to analyze the effectiveness of using videos as a pedagogical tool to foster English-speaking fluency among high school students. The results indicated that students got a significantly greater improvement in their fluency in English and a better attitude to participate during class.

The overall improvement in pre- and post-test scores suggests that students may improve their fluency in English. This demonstrates that, despite speaking challenges, learners strive for higher proficiency as long as they see something new, something related to their season, and something that touches their hearts. That is why certain authors support that view. For example, Gijzen (2024) says, "The potential of educational videos to enhance learning depends on the quality of cognitive processes students engage in when studying video content," and Pratama (2025) explains, "In the digital age, multimedia tools and online platforms have become essential in language education, creating new opportunities for learners to improve their skills beyond traditional methods." With those arguments, this study does not suggest abandoning traditional speaking strategies; instead, it recommends blending both new and old ones, taking into consideration what every class needs.

Additionally, videos may help to get better results (as this research has proved) because students feel engaged to collaborate. As was mentioned, speaking is a tough topic, and sadly,

students are shy when they have to communicate; however, Kaynar (2021) states that when video-based activities are used, they boost motivation and engage students with real-world resources.

Qualitative data also showed how well students interact with each other in these activities and their progress throughout this research. Naturally, this may take a while, but the use of CTML could be a very helpful technique to use on students to help them focus on sharing thoughts rather than focusing on communication load, just as stated by Mayer (2024).

Despite the positive findings, several limitations should be acknowledged. First, the timing of the research was not ideal, because the study was approved just a few weeks before the end-of-year exams, which significantly limited video interaction time. Additionally, the study focused only on developing speaking, without considering other language skills.

Future studies could investigate the long-term effects of video-based activities to foster fluency in English and explore their impact in elementary school or in middle school. Research involving larger and more diverse populations would also help to validate the findings.

In conclusion, the findings of this study indicate that videos are an effective strategy for enhancing fluency. The crucial improvements observed during pretest and posttest highlight the potential of this strategy to support English classes. These results underscore the value of integrating digital tools into language education to promote more engaging and innovative learning experiences.

Conclusions

Video-based activities are one of the most efficient techniques to help students improve their fluency. This tool makes them see the class as something as attractive and innovative as they could have never imagined. Teachers may use—as long as circumstances allow—videos in

their classes, especially in speaking activities; they might take advantage of resources such as YouTube videos, blogs, and movies to make classes eye-catching, engaging, and even innovative.

Although not every classroom has all the facilities to play videos, but a good teacher can use their creativity to improvise and still incorporate video-based activities. For example, they could use a speaker and images related to the topic, and in the end, each teacher can choose the best option for their class.

Unfortunately, speaking skills are considered one of the most difficult skills to acquire, and students face that same reality. Notwithstanding, this study has highlighted how the implementation of videos might change the perspective of learners and help them to feel free to participate without focusing on errors, but on how they are going to communicate or transfer information.

Despite all this matter, some limitations should be acknowledged. The short duration of the intervention may limit the generalizability of the findings. Additionally, the study focused primarily on speaking performance and motivation, without examining other aspects of language.

Future research could explore the long-term effects of video-based activities on language development and investigate their impact on additional skills such as writing, listening, or reading. Studies involving larger and more diverse populations would also provide further evidence of the effectiveness of this strategy.

In conclusion, the findings of this study underscore the value of videos as a tool to foster fluency in English, suggesting their potential for broader application in EFL classrooms.

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Appendices

Appendix A

ANALYTIC RUBRIC – PRE-TEST / POST-TEST

Research Project: Videos as a Tool to Foster Fluency in English in High School

Students

Objective: To assess students' speaking fluency before and after the implementation of video-based instruction (YouTube, vlogs, movies).

Scoring Scale:

5 = Excellent

4 = Good

3 = Satisfactory

2 = Limited

1 = Very Limited

Criteria	5 - Excellent	4 - Good	3 - Satisfactory	2 - Limited	1 - Very Limited
Fluency (Flow of Speech)	Speaks smoothly with natural pace and	Minor pauses, but overall message flows well.	Some hesitation and pauses, meaning is	Frequent pauses interrupt communication .	Constant hesitation; unable to maintain speech.

	minimal hesitation.		generally clear.		
Pronunciation & Intonation	Clear pronunciation with natural stress and intonation.	Mostly clear; minor pronunciation issues.	Understandable with noticeable pronunciation problems.	Frequent mispronunciations affect comprehension.	Difficult to understand due to pronunciation.
Lexical Resource (Vocabulary Use)	Uses varied and appropriate vocabulary; includes authentic expressions.	Adequate vocabulary with minor repetition.	Limited vocabulary; simple expressions.	Very basic vocabulary; frequent repetition.	Insufficient vocabulary to communicate ideas.
Grammatical Control	Uses structures accurately with minor errors.	Some grammatical errors, but the meaning remains clear.	Noticeable errors that sometimes affect clarity.	Frequent errors that affect communication.	Grammar prevents effective communication.

Communicative Effectiveness	Expresses ideas clearly and confidently; maintains interaction.	Communicates ideas with minor difficulty.	Communicates basic ideas with effort.	Struggles to express ideas coherently.	Unable to communicate the message effectively.
Confidence & Anxiety Level	Speaks confidently without visible anxiety.	Slight nervousness, but maintains speech.	Some anxiety, but completes the task.	High anxiety; speech frequently interrupted.	Unable to complete the task due to anxiety.

Total Score: _____ / 30

Fluency Level Interpretation:

25–30 = High Fluency

19–24 = Developing Fluency

13–18 = Basic Fluency

6–12 = Emerging Fluency

Appendix B

INTERVIEW SHEET

Videos as a tool to foster fluency in English in high school students

Objective:

To explore English teachers' experiences and perceptions regarding the use of videos and their potential impact on students' speaking fluency.

Participants:

Five English teachers from Unidad Educativa Fiscomisional Cinco de Mayo

Interview Questions

1. Can you describe the teaching strategies you commonly use to develop students' speaking skills in English?
2. What role, if any, do videos play in your English teaching practice?
3. How do you usually incorporate videos into your lessons when you decide to use them?
4. What types of videos do you consider most appropriate for your students, and why?
5. Based on your experience, how do students typically respond to video-based activities in class?
6. In what ways, if any, have you observed changes in students' speaking performance when videos are used?
7. How do videos influence aspects such as pronunciation, vocabulary use, or confidence in speaking, from your perspective?

8. What challenges have you encountered when integrating videos into your teaching practice?
9. How do you evaluate or notice students' progress when using videos as part of your instruction?
10. From your professional perspective, how effective do you consider videos as a tool for enhancing speaking fluency? Please explain your reasoning.