USING SELF-MADE VIDEOS AND FACEBOOK GROUP TO PROMOTE MOTIVATION AND SATISFACTION ON THE SPEAKING SKILLS OF INTERNATIONAL PROGRAM STUDENTS

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Abstract

Teaching listening and speaking as skills has been a challenge for EFL/ESL language instructors in Thailand as most students struggle to use the spoken language. Thus, this study focused on the motivation and satisfaction of learners in relation to their speaking skills using self-made videos and Facebook groups as a platform to go with online learning during pandemic times. The conceptual design comprises of different strategies and approaches carefully crafted geared towards achieving motivation and satisfaction in developing speaking skills. Yamane's formula and random sampling, the fishbowl technique, were used to determine the number and select the participants who were first-year English-Chinese major students at Huachiew Chalermprakiet University taking IGE004, term 3 of 2020. This quantitative research utilized a descriptive research design aimed at using self-made videos and the Facebook group to be significant factors affecting motivation as well as achieving satisfaction in the learning of international program students in terms

of developing speaking skills. It utilized an instructor-made questionnaire tested for reliability and validity. Statistically, data were analyzed through the most common method, the Likert Scales using frequency and percentage. The study yielded the following results: 1. self-made videos and Facebook group motivate students to a great extent in improving their speaking skills, with grammatical accuracy rated at very great extent, 2. the students are generally satisfied with the improvement on their speaking skills in terms with fluency and grammatical accuracy as well rated as “very satisfied.” Based on these results, recommendations are made for teachers to focus more on speech drills, vocabulary and grammatical accuracy and this backs up studies on utilization of student- centered approach with guided instruction, coupled with autonomous learning, employing real-life based activities in teaching and developing speaking skills.

Keywords: Motivation, Satisfaction, Self-made videos, Facebook group, Student-centered approach, Guided Learning

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This research has been inspired by classroom scenarios as I teach listening and speaking skills to EFL and/or ESL learners in Thailand. So first and foremost, I would like to acknowledge my students for showing me what they really need in the classroom as they learn and motivate me to be more effective and efficient as an English language lecturer. It is their need, motivation, and satisfaction in learning that made me conduct this study.

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Derey Nanquil-Panes

MA. Ed. Literature

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CHAPTER 1
INTRODUCTION

Teaching listening and speaking to EFL/ESL has always been a challenge to language teachers and carefully approaching such learning situation should be of utmost care as insightful analysis and utilization of methodologies and strategies in teaching are carried out. This chapter provides the discussion on the rationale, background and significance of the study, its scope, expected contribution in the field of language teaching as well as the in-depth review of literature and studies on the field of motivation, satisfaction in language learning, task-based learning, use of technology, self-directed learning, language assessment that are all included in the conceptual framework of the study. Such review of literature and studies, generally on motivation and satisfaction in developing speaking skills, further backed up the instruction design to achieve the desired effects as reflected the conceptual framework of the study.

1.1 Background and Significance of the Research Problem

Motivation and satisfaction and language acquisition of ESL or EFL learners are two important factors to be considered in English Language Teaching. Improving speaking skills, just like the other three basic skills in English, is one of the most challenging tasks for a teacher of English. After years of teaching English at the university level and exposed to different groups of learners, cultures and proficiencies, experimentation is vital in the design of the instruction until a teacher discovers what methodologies, strategies and techniques would work to tailor-fit instruction. Farrel (2015) states that when teachers consider their teaching practice to grasp a sense of learning from the profession, time to reflect on what is happening in the way they do things as they teach in the classroom is usually done.

In language teaching, a teacher could shift from being teacher-centered to student-centered and vice versa, or even instruction-centered depending on what works for a certain group, level or a certain situation. Some studies relate to this concern. First, according to Serin (2018), a challenge that teachers face in the teacher-centered classroom is letting students use their experiences and understanding in learning. Moreover, the result of the study Catalano and Catalano (1999) also reinforced this idea indicating that the level of how the students study academically as well as the level of their experiences being utilized in a student-centered setting yields the most effective. Subsequently, in this study it is considered important, alongside the instructor's experience to see the whole picture of the

English teaching and learning process, considering all aspects and conceptualizing certain sets of methods, strategies and activities that would work for all factors identified among the learning environment, students' profiles and the educational system in general. Lastly, the main objective of all these is to see improvement among learners, whatever way a teacher should take.

In this research, the students are learning two majors, English and Chinese, and were taking extra English and Chinese courses, purely online due to the present pandemic lockdown at that time. Considering factors like proficiency level, online learning set up, majors studied, and the nature of the course, which is speaking- focused, student-centered and high-tech approaches and collaborative learning are employed along with social media facility. As to the design of the course, the entry-level of students and the 100% online classes, student-centered, task-based, and collaborative learning approaches are adapted into the 100% online learning process. One factor anticipated is the student's confidence in speaking the English language. Thus, this study designed a combination of strategies, the major concepts in the instruction- guided preparation, self-made videos, self-assessment and the inclusion of social media- in order to motivate students in learning to speak as it is usually a concern that needs to be addressed.

Some studies in Thailand are also taken into consideration. First, the study of Boonkit (2010) states that there is a common question among instructors as to the reason why most of the undergraduate students lack the skills in speaking confidently specifically communicating internationally within the natural setting. She further affirms that "one among many reasons to take into consideration might be a lack of confidence in terms of anxiety about making errors as stated in other related studies." In this research, this poses a question as to what to be done to make students achieve a certain level of confidence in speaking. What could encourage them to do so?

The researcher opines that in order to encourage learners, it is important to identify the factors affecting students' motivation in learning of the language. This way, problems could be identified and addressed accordingly by considering these in relation to the teaching strategies. Thus, the following studies are presented as to the possible reasons. The findings of the next study in Thailand, that of Jindathai (2015) on English speaking problems among students, showed that teaching and learning management, how well these students were exposed to the language as well as their personality are considered to be the main reasons moderately affecting learning. Moreover, according to their study, another factor though affecting on a lower level is the motivational and attitude problems. Also, in

the study of Hadi, Izzah, & Masae (2021), anxiety, caused by a variety of reasons, has been found affecting the communication and presentational skills of Thai students. From results of these researches, this study has been provided with a strong anchor on two points: improving teaching and learning conditions in the classroom as well as finding ways to motivate students for better learning- generally the main goal is speaking with confidence especially in real life situations. It can also be inferred that the teaching and learning management, a teacher factor, is crucial alongside other student factors like proficiency level, personality, and motivation. There is then a need for careful planning for guided learning and motivation, which are the very concepts of instruction in this study.

Addressing these factors, it is also important to point out what has been done in the teaching-learning process. Khamkhien (2010) asked how can teachers improve learners' English performance. He further emphasized that teaching should not focus only on tidbits of learning like phrases and expressions only but should involve real life communication learning, which would increase linguistic skills of students. Further, his study also stated that students should be encouraged to construct their own sentences for English conversations, providing some strategies to use in order to be able to communicate in a natural setting. He has actually made a very good point in the conclusion of his study as confirmed by mere observations of the researcher teaching Thai students for almost a decade in Thailand."

On the other hand, Bashir,Azeem, & Dogar (2011) who studied on factors affecting speaking skills provided six recommendations after sorting out the factors. Their three recommendations related to this study are the following: more emphasis on using English as a mode of instruction in the classroom; foster use of various communicative practices in teaching the English language; and lastly, using English in communicating not only with teachers but with their fellow students. All of which are included in the designed speaking tasks of the course as part of this study.

Reviewing previous studies on motivation and satisfaction and the interventions affecting them, there are basically six factors like videos, cooperative learning, role-play, performance- based tasks and social media. Further discussion on these will be detailed in the review of related literature section. Generally, studies focused only on using these videos either as a model or student-made but there was no inclusion of these videos to be shown to others aside from the teachers who will be evaluating these videos. Thus, in this study conducted online, it was presumed that having a platform for the self-made videos to be shown to others, not only to the teacher who will evaluate, and that is, the Facebook group, where they should post their work, is highly considered to be a factor in motivating

students to speak well.

Based on the previous studies, using self-made videos contributes to the motivation of students in improving their speaking skills. In this study, with self-made videos done collaboratively in groups with individual and group preparations as guided by the checklist, it is then presumed that these tasks will further motivate students to improve their speaking skills. In addition, an understanding that these videos will be posted on a Facebook group, a closed and a private one, will give them a similar experience talking in class since every member can see the post and may give their own reactions as well. Thus, this may positively affect the preparation of the students to better improve their skills since they will be speaking in a social media accessible to people. Moreover, preparation techniques taught and listed in the checklist such as writing their own script, checking their grammatical construction with MS team Editor or Grammarly, checking their pronunciation with online dictionary or You tube, practice recording their part before recording the video with their group are considered to be of great help readying students for the tasks ahead. Considering these studies backing up the teaching and learning approaches in the study, it can be said that there is a need to address students' motivation level in learning to speak the English language in order for students to develop their confidence and be satisfied with their achievement in acquiring the skills using the spoken English. The key thing is to make the students of Huachiew Chalermprakiet Univeristy speak well with confidence as asserted by the material used, Speak Now- Communicate with Confidence Level 2 and all other English major students in general. Specifically, a detailed approach covering from motivation through goal setting, skill presentation and modelling, learning strategies, performance monitoring, assessment (self and the teacher) and satisfaction of their performance would be clearly set out in the research.

This study is conducted as deemed significant first and foremost to the frontliners in the teaching field, the EFL/ESL language instructors, the students, as well as those education managers and curriculum developers as the design of the instruction is a combination of a variety of approaches and strategies in the English language teaching matched with the actual classroom scenarios.

1.2. Research questions

This research aims to answer the following questions:

1.2.1. to what extent and how self-made videos and the Facebook group motivate students in improving their speaking skills?

1.2.2. to what extent and how the students are satisfied of their pronunciation and intonation, grammatical accuracy, lexical control or vocabulary use, and fluency?

1.3 Objectives

Specifically, the study aims to identify:

1.3.1. the extent of motivation and how self-made videos and the Facebook group improve their speaking skills.

1.3.2. the extent of students' satisfaction of their pronunciation and intonation, grammatical accuracy, lexical control or vocabulary use, and fluency.

1.4 Rationale

With the recent scenario of online learning and teaching, speaking and listening skills together with the reading and writing skills are that much utilized in this distance learning. Students then are required to be more independent as they learn alone but in order to cope, some assistance would be needed especially for those who have low level of proficiency in the English language. So, ways to cater to this setting is enabling students to do things on their own somehow limiting learners' stress and pressure brought about by the pandemic setting. Self-made videos and group collaboration aided by task and Self-assessment Checklist as their guide are the ways provided for students to improve their listening and speaking during their online learning. This is also in one way or another raising independent learners aided by guided instruction.

Moreover, the use of a variety of platforms in education has been much in utmost consideration. Not only the usual learning platforms like MS team, Google Meet, Zoom and others but also You Tube, Facebook and other social media platforms have also become linked avenues for students to gain skills in speaking and express their ideas and life as a student. They also offer avenues for collaboration. So, these media are considered to be platforms for students' expressions, practices and presentation as their learning has been limited to the screen-time engagement only. Facebook group in particular provides a small group setting where the students would see all the group posts and react to them. It provides direct feedback from both the teacher, in the form of comments and the students, in the form of reactions and/or comments to the post. Thus, this study in general as affected by the needs of the times and the evolution of learning and instruction against the backdrop of the worldwide crises changing education.

1.5 Scope of the Research

This research aimed to identify up to what extent specific factors like self- made videos and Facebook group affect motivation and satisfaction of students improving their speaking skills in the international program in Huachiew Chalermprakiet University taking up Extra English course for two summer months of the academic year 2020. As backed up by various studies on the use of self-made videos positively affecting motivation as well as satisfaction, an addition of Facebook group is considered to be another factor. Results of this study will shed light on further factors involving social media, going well with the self-made videos as one of the factors, as well as the learning strategies involved in preparing for the speaking tasks as stated in the self-evaluation checklist. At the end of the course, it will determine the level of the students' motivation and satisfaction on the four major areas, which are fluency, pronunciation and intonation, lexical control or vocabulary, and grammatical accuracy.

1.6 Definition of Terms

For this study, the following are the important terms defined both conceptually and operationally for clearer understanding of the readers:

Motivation. By definition, Donyei (2001) defines it as "It concerns the direction and magnitude of human behaviour, that is: the choice of a particular action, the persistence with it and the effort expended on it. In other words, motivation is responsible for why people decide to do something, how long are they willing to sustain the activity, and how hard they are going to pursue it."

Motivation, in this study, refers to the process of conditioning learners to improve specifically their speaking skills through the necessary and right preparations for the communicative language tasks to be done in their self-made videos.

Student Satisfaction. It can be defined as a short-term attitude resulting from an evaluation of students' educational experience, services and facilities. (Weerasinghe and Fernando, 2017).

In this study, it refers to the students' fulfillment or gratification of their speaking skills after being guided and prepared to do the communicative language tasks in their self-made videos. This is checked after every video presentation through their self- assessment checklist.

Self-made Videos. They are videos made by students in the form of you tube vlogs in public speaking course. (Shih, 2010); They are the "videos students produced in English with over-the-counter technology tools for accomplishing a language-learning task". (Tai and Ting, 2016)

The term "self-made videos" in this study describes the eight (8) group videos that were prepared and made by the students reflecting the different communicative language tasks for speaking.

Self-regulated learning. This term otherwise known as self-regulation, refers to the process whereby learners personally activate and sustain cognitions, affects, and behaviours that are systematically oriented toward the attainment of learning goals. (Zimmerman, 2011).

As used in this study, students are guided through their preparation checklist for their communicative language tasks requiring them to come up with the self-made videos through 1. checking their grammar using online applications, 2. checking their pronunciation through you tube and online dictionary, 3. writing their own script, 4. using the online editor in MS team before submitting their script, 5. recording themselves for self-evaluation before recording with the group and self-evaluation after each self-made video presentation.

Speaking Skills. They are the skills that give us the ability to communicate effectively. These skills allow the speaker, to convey his message in a passionate, thoughtful, and convincing manner. (Amir, 2013)

Speaking skills in this study refer to the specifics like intonation and pronunciation, grammatical accuracy, lexical control and fluency that are both self- assessed by the students and rated by the teacher.

1.7 Hypothesis

To carry out the objectives of this study, the following hypotheses will be tested:

1.7.1. Using self-made videos and the Facebook group significantly affect the level of motivation of students in improving their speaking skills.

1.7.2. There is a significant level of satisfaction among students in terms of their pronunciation and intonation, grammatical accuracy, lexical control or

vocabulary use, and fluency.

1.8 Expected Contributions

Generally, this study is conducted in order to identify significant factors motivating students learn the English language in the university regardless of their present language proficiency level employing innovative means in the instruction in order to achieve a meaningful and relevant learning experience. It is therefore expected to help both teachers and students to make teaching and learning more enjoyable at the same time achieving a certain level of satisfaction and progress based on a certain standard. In Thailand, teaching speaking and making students speak the English language is quite a challenge as backed up by studies (Boonkit, 2010; Jindathai, 2015; and Khamkhien, 2010). This poses greater challenge therefore to university lecturers since this is generally the last formal education to learn the language while others would further proceed for Masters or PhD degrees. At this level, they are expected to speak competently and confidently as they prepare to be globally competitive professionals.

Motivating students to learn to speak well in English would strike a balance in their acquisition of the English language skills as it is well observed usually in Thailand that students tend to be performing low when it comes to speaking compared to the other macro-skills which are reading, writing and listening. Corresponding to writing, speaking is a productive skill; thus, it must produce the expected output in verbal communication. Huachiew Chalermprakiet Univeristy, Faculty of Liberal Arts, Department of Language Studies having programs in English must then further strengthen its approaches in how to encourage and motivate students to be fluent and confident in learning to speak the language. Thus, as a lecturer in the department, this study is a contribution in enhancing classroom activities and teaching strategies for teaching listening and speaking courses in general being abreast with the present challenges education faces due to these pandemic times affecting people globally.

CHAPTER 2
REVIEW OF RELATED LITERATURE AND STUDIES

This section provides reviews on related theories and studies on 1. Theories and Various Studies on Motivation; 2. Technology, Self-Made Videos and Social-Media; 3. Self-regulated and Collaborative Learning; 4. Guided Speaking tasks; and 5. Satisfaction and Self-assessment on the Speaking Skills as the basis for the instruction design, conceptual framework, and overall conduct of the study. It is generally divided into two sections:

2.1 Review of Related Literature

2.2 Review of Related Studies

2.1 Review of Related Literature

2.1.1 Different Theories and General Studies on Motivation

One of the most important factors to be considered in learning a language is motivation as there are various theories on what motivate a learner to acquire a certain language. Thus, understanding motivation and the concepts in relation to language acquisition must be thoroughly discussed in this section. There are various theories known in the field of second language acquisition from the well-known proponents like Gardner, Dörnyei, Lambert, etc. with theories such as intrinsic, extrinsic, integrative, instrumental, self-determination and many other modern ones. Dörnyei (2001) listed in his book, *Teaching and Researching Motivation*, different theories like Gardner's motivation theory, the socio-educational theory, the AMTB or Attitude/Motivation test battery, Tremblay and Gardner's revised model and Clement's concept of self-confidence as the different motivation concepts to learn a foreign or second language. Overall, a quick review of these concepts is stated as follows.

According to Gardner, on motivation to learn a foreign language, motivation proper subsumes three components: motivational intensity, desire to learn the language, and attitudes towards learning the language (as cited in Dörnyei, 2001, p. 49).

In general sense, motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive, and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out (Dörnyei and Ottó, 1968 as stated in Dörnyei 2001).

Conceptually for Stipek (1996), a motivated student is someone who is actively engaged in the learning process. Moreover, she further affirms that engaged learners handle difficult tasks eagerly, put forth concentrated effort using active problem- solving strategies, and persevere in the field of difficulty. With this literature she stated, it is important to know what factors will make learners put up with the task no matter how difficult.

Dörnyei and Hadfield (2014) present a new theory of motivation centered around the notion of the "˜Ideal Future Language Self" arguing in their book *Motivating Learning* that "if students have a rich and inspiring vision of themselves as successful future language learners and users, they will be motivated to work hard to actualise the vision and become that learner." Another theory, the SDT or self-determination theory is an empirically based theory of human motivation, development, and wellness (Deci and Ryan, 2012). SDT also examines people's life goals or aspirations, showing differential relations of intrinsic versus extrinsic life goals to performance and psychological health. (Deci and Ryan, 2008).

All these concepts, definitions and explanation of what motivation generally is, relate with the different facets of the instruction design of this study in order to fully understand what makes students motivated and how to affect this motivation in a highly positive way.

2.1.2 Intrinsic and Extrinsic Motivation

The next concepts to be clearly understood are the intrinsic and extrinsic motivation as these would be specifically reflected in the questionnaire. So, what do these two terms mean? According to Cherry, (2020, January), "Extrinsic motivation is when we are motivated to perform a behavior or engage in an activity because we want to earn a reward or avoid punishment. You will engage in behavior not because you enjoy it or because you find it satisfying, but because you expect to get something in return or avoid something unpleasant; while intrinsic motivation is when you engage in a behavior because you find it rewarding. you are performing an activity for its own sake rather than from the desire for some external reward. the behavior itself is its own reward." In addition, Ryan and Deci's (2020) research article on Self- determination theory (SDT), related to the two concepts mentioned above, states, "It is a broad framework for understanding factors that facilitate or undermine intrinsic motivation, autonomous extrinsic motivation, and psychological wellness, all issues of direct relevance to educational settings." The findings of their study show that teaching and student motivation are actively linked due to various constraining factors like controlling mandates, institutional pressures, and leadership styles.

In this study, questions on motivation were formulated anchored on these concepts covering areas on the students' goals, what determines their drive to learn a language, and how they would achieve these learning goals.

2.1.3 Integrative and Instrumental Motivation

Another concept on Integrative and Instrumental Motivation is also considered in this study. Gardner (2010) stated that initially, integrative and instrumental orientations were proposed by Gardner and Lambert in 1959 classifying students in Montreal as integratively oriented or instrumentally oriented based on their ranking of four reasons for studying French. Students are classified as integratively oriented if they rank one of the two reasons as most relevant to themselves: "be helpful in understanding the French-Canadian people and their way of life" or "permit meeting and conversing with more and varied people". Otherwise, they are instrumentally oriented if they choose one of the two reasons: "be useful in obtaining a good job", or "make one a better educated person." Later, the integrative/instrumental dichotomy was used in some of the early studies, but two distinct scales, one involving integrative orientation items and another comprising instrumental orientation items were introduced by both in their book in 1979 (p. 12). From this standpoint, this study somewhat touches into "what" really motivates students in learning a language, in this case, English. Is it to better themselves in speaking for self- development of they need to do so because they aim for better employment opportunities?

Moreover, some important views on this theory are also taken into consideration. Pajares and Schunk (2002), as stated in Mercer, Ryan and Williams, (2012), observe that concepts of 'self' have come to dominate research on academic motivation in education, as reflected in motivation concepts such as self-efficacy, self-belief, self-worth, self-esteem, self-determination and self-regulation. In this relation, Gardner's theory based on the "self" and the reasons of acquiring the second language would be much of consideration in this study since students are studying two languages - English and Chinese. Al-Horie and MacIntyre, (2020), discussing Gardner's integrative concepts state, "The reason classified as integrative were considered to have more drawing power because they focused on learning the language to communicate and/or interact with the target community while instrumental referred to other goals with less focus on the other language community."

Though UKEssays (November 2018) has this to say about Gardner's assertion on his integrative motivation theory: "Integrative motivation is the central concept in the Gardner's model. However, the support of the importance of the integrative motivation is not

consistent". It further states, "Some early studies did agree that integrative motivation was significant but also some recent researches have shown that the instrumental motivation has an equal or better impact. The integrative motivation is even considered as having a negative correlation with proficiency which in turn affecting the success of second language learning". UKEssays (November 2018) concludes that instrumental motivation is being considered more important in the later studies while the stress on the significance of integrative motivation has continued to be given importance.

In consideration of all these theories and zeroing in to the very aims of this study, concepts in integrative motivations are considered. In this study, students are encouraged to learn the language by doing the relevant tasks as they learn the English language, developing their skills in pronunciation, grammatical competence, lexical control and fluency, readying them for their future functions professionally. Vital skills like writing their own scripts, counter-checking their grammatical construction using Grammarly or MS Team editor, checking their pronunciation using online sources, and practicing by themselves first to achieve fluency before joining the group are expected to be assimilated into their being ESL/EFL learners taking international program in the university. In general, their motivation should come from motives of being ready to be in the English-speaking scenarios in the future being English majors, as well as conversing with different people in simulated activities. Thus, in relation to their studies, the nature of the course, and the present pandemic situation, self- made videos are deemed to be the fitting tasks in the instruction, working on these tasks in collaboration with the group. The instruction design is also backed up by McGrath's (1984) tasks and stages in the situation and task motivation as stated by Dörnyei and Schmidt (2001) in their book motivation and Second Language Acquisition. They are as follows:

Task motivation

"Different tasks affect motivation and learning in different ways. Consequently, the study of instruction has to pay attention to learning tasks and activities, that is, to what the learner has to do in the classroom." (p. 33)

Task type

"A task is something that a student has to do: a question asked by the teacher, an exercise to be completed, a problem to be solved, an activity to be performed, and so forth. In communicative language teaching Nunan's (1980) definition sounds reasonable. A communicative task is a piece of classroom work

which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form." (p 34)

Small Group task

MacGrath's (1984) classification for small group work. It consists of four major categories with two sub-categories each. (p. 35)

Generate	planning tasks and creative tasks (e.g. brainstorming)
Choose	intellective tasks (solving problem that have a correct answer) and decision-making tasks (arriving at a consensus required)
Negotiate	cognitive conflict tasks (viewpoint conflict is to be solved) and mixed motive tasks (negotiation, bargaining, coalition forming)
Execute	contest/battle/competitive tasks and performing/ psychomotor tasks

2.1.4. Standardized Tools and Teacher-Made Questionnaire on Motivation and Satisfaction Studies

There are standardized assessment tools developed in the field of motivational studies mostly those of Dornyei, Gardner, and other proponents. Reviewing these tools made the researcher design her own questionnaire focused on four areas in combination-intrinsic and extrinsic motivation as well as integrative and instrumental motivation in relation to Second Language Acquisition (SLA), in particular the speaking skills.

The following are reviews of different tools developed and used in motivational studies, each showing areas of concentration:

Dörnyei (1990) developed a motivational questionnaire with the aim of defining the relevance and characteristics of integrativeness and instrumentality in FLL, as well as to locate other motivational components. Based upon the results, a motivational construct was postulated consisting of (1) an Instrumental Motivational Subsystem, (2) an Integrative Motivational Subsystem, which is a multifaceted cluster with four dimensions, (3) Need for Achievement, and (4) Attributions about Past Failures. Junko (2005) states that using the AMTB, Gardner found that instrumental motivation was positively related to achievement in language proficiency.

On measuring intrinsic motivation in self-regulation, Pintrich & de Groot (1990) listed the 8 that have been versions of the questionnaires developed based on Ryan and Connell's

(1989) posited model of people's perception of motivation with the following origins: *external reasons*, *introjected reasons*, *identification reasons*, and *Intrinsic reasons*. Moreover, they have developed a set of behaviors integral to each domain and an example of responses that matched each type of motivation: *1. Because I'll get in trouble if I don't (external motivation), 2. Because I want the teacher to think I'm a good student (introjection motivation), 3. Because I want to understand the subject (identification motivation), and 4. Because it's fun (intrinsic motivation).* Thus, the 8 versions are the following. *Academic Self-Regulation Questionnaire, Prosocial Self-Regulation Questionnaire, Treatment Self-Regulation Questionnaire, Learning Self-Regulation Questionnaire, Exercise Self-Regulation Questionnaire, Religion Self-Regulation Questionnaire, and Friendship Self-Regulation Questionnaire.*

In terms of Second Language Acquisition, both the Academic Self-Regulation and Learning Self-Regulation listed by Pintrich & de Groot (1990), could be used, in which Parrish & Vernon (2022) using the former, the Self-Regulation Questionnaire (Academic) in their study. Moreover, the meta-analysis study of Masgoret and Gardner (2003) investigates the relationship of second language achievement to the five attitude/motivation variables from Gardner's socioeducational model: integrativeness, attitudes toward the learning situation, motivation, integrative orientation, and instrumental orientation. Gardner and associates used the Attitude/Motivation Test Battery, and three achievement measures including self-ratings, objective tests, and grades. Junko (2005) cited Gardner's (1985) Attitude/Motivation Test Battery (AMTB), which is a motivation test made up of over 130 items, including attitudes toward French Canadians, interest in foreign languages, attitudes toward European French people, attitudes toward learning French, integrative orientation, instrumental orientation, French class anxiety, and parental encouragement.

Guilloteaux & Dörnyei (2008) also used the motivation orientation of language teaching (MOLT) to measure students' motivation and also assess the teachers' use of motivational strategies, along with a posthoc rating scale filled in by the observer. The results indicate that the language teachers' motivational practice is linked to increased levels of the learners' motivated learning behavior as well as their motivational state.

Recently, the study of Refat, Kassim, and Rahman (2020) applied the Attention-Relevance-Confidence-Satisfaction (ARCS) model to investigate the impact of the tool using a sequential mixed-method research design was employed with the use of three research instruments; Instructional Materials Motivation Survey (IMMS), a paper-based test and an interview protocol using a semi-structured interview. The study concluded that it

contributed to designing an effective multimedia-based instructions for a mobile-assisted tool that increased learners' motivational attitude which resulted in an improved learning performance.

In terms of the self-made research questionnaire of this study on intrinsic-extrinsic and integrative- instrumental motivation, the researcher anchored the questions on these four areas as shown in the study of Junko (2005). The review he has made on the different researcher-made tools gave the researcher an idea to tailor-fit the questionnaire on the instruction design measuring motivation in those four areas. Moreover, Junko (2005) cited Noels (2001), who found that integrative orientation was strongly correlated with intrinsic motivation and identified regulation, whereas instrumental orientation was associated with external regulation, or extrinsic motivation. Thus, the reason of the combination of the items of the first part of the questionnaire: extrinsic-integrative and extrinsic-instrumental.

2.2. Review of Related Studies

2.2.1 Motivation and Teaching

Motivation is not only concerning that which of the students' but also starting with that of the teacher as well. Ashton and Webb (1986), state in their book about teacher motivation and condition of teaching that the quality of education and the conditions of teaching are closely linked and that the former could be improved by enhancing the latter. Moreover, their point on teacher efficacy has been stated in a study: a teacher's sense of efficacy was shown to be correlated to student achievement (Ashton and Webb, 1986 as stated in Poggio, 2012). Garcia Cerón (2014) further opined that a problem that teachers tend to face is the lack of eagerness to learn the language, since if they do have the predisposition to do something, they will not do it. Given the circumstances, he further states that there is a need for teachers to attempt to accomplish the things they like with the learning process. Pinner's (2016) study confirms this stance making an attempt to bridge the complex dynamics of motivation with actual teaching practices and classroom-based practitioner research. Supporting this point, Yousef, Chatti, & Schroeder, (2014) specifically aimed to help educators in building deeper understanding about the educational benefits of VbL or video-based learning. In their study, 76 peer reviewed papers were identified through journals and academic databases and they are categorized into four main dimensions: effectiveness, teaching methods, design, and reflection. In the scope of this analysis, they also provide future visions and research opportunities in VBL that support self-organized and network learning.

In relation to second language learning, Kazantseva, et. al.'s (2016) article presents a new attempt to research motivation to learning a second language (L2) and attitude to learning activity at a higher educational establishment. In this study motivation is defined as "the learner's orientation with regard to the goal of learning a second language, and attitude to learning activity is understood as willingness to make personal effort with the purpose of mastering the language". The study also involved an attempt to disclose the perception of students on L2 learning environment. Moreover, in the study of Gonzales and Lopez (2015), the different motivations as to why students in college learn foreign languages were examined. Gaining insights from all these theories and studies on motivation, it is thus important to give more emphasis on motivation from both sides- those of the students' as well as the teachers', in order to make language learning effective, generally motivating and satisfying.

Moving further, generally reviewing the following studies on motivation and videos, as they are the major factors involved in this study, it was found that most studies use videos, as in VBL or Video-based Learning, either as a tool, or a model to follow to improve comprehension or as students' self-made videos in the form of vlogs and pronunciation outputs in order to motivate students to improve their speaking skills. The studies with which this study would be most likely highly linked are that of Mazrida, 2019; Soto, et. al, 2017; Taqwa and Sandi, 2019; Indrastana and Rinda, 2021; and Tai and Ting, 2016; Sun and Yang, 2013; and Ahn and Lee, 2016, who all used self-made videos in relation to motivation. Their studies required students to produce videos concerning speaking skills and motivation. All others mentioned and reviewed in this study are just video-based learning in relation to motivation, perceptions, attitudes, teacher and student efficacy and speaking skills.

Gaps found in all these researches are on the students' self-made videos specifics such as 1. self-organization through writing scripts in which students are given the freedom to compose their own scripts individually and in groups, 2. collaboratively working in groups, 3. doing communicative-based speaking tasks relevant to their present level, entry or beginner's level in the university as stated in the eight tasks in Speak Now 2, 4. using preparations checklist as guide to improve their speaking skills, and 5. self-evaluation with the self-assessment checklist. So, this study has added more aspects to the use of self-made videos in terms of technology and social media use, guided preparations, relevant communicative-based tasks and self-assessment. So, to say this study entails a complex and multi-stage preparations for the students in order to be motivated and after which, satisfied

with their performance.

2.2.2 Facebook as a Platform and Speaking Skills

Facebook is one social media platform that can be utilized alongside You tube in these present times, especially concerning speaking activities. Since Facebook has a "group" feature that would be fit for a class interaction, post and comments, the researcher has been using this application even before the conduct of the study. It is deemed to be valuable tool for hybrid learning, making use of the recent trends and also making students continually learn even during their personal times after classes. Thus, different studies are reviewed for better understanding on its use in relation to developing speaking skills of students.

The study of Wongsa & Son (2022), focused on the EFL learning experiences of secondary students using the drama-based activities and Facebook and their effects on the students' English-speaking skills, attitudes and motivation. A mixed methods approach was used utilizing quantitative and qualitative data collected through English speaking tests, attitude and Motivation test battery questionnaires, classroom observations and interviews. Their study stated that using drama-based activities and Facebook has positive effects on the speaking skills of students, increased their motivation and positive attitudes, and lastly suggested use of drama- base activities and Facebook to be creatively integrated in EFL learning in order to improve language acquisition.

According to the study of Duong & Pham (2022), chances of learning to speak the English language inside and outside of the learning environment are quite dearth being affected by lack of interest and motivation to use the language, thus, considered the use of Facebook features to assist language acquisition among Vietnamese EFL learners. This qualitative research found that certain features of Facebook learning community like the flexible access, shared visions and values, and collaborative relationships are found to be of great help in sustaining motivation, eliciting engagement for peer collaboration in preparing for the speaking tasks. It further suggested Facebook-based learning community could aid in the advancement of more speaking practices among learners.

In Taiwan, Yen & Chang (2015), state in their study that factors like lack of interactive speaking environments, emphasis placed on test scores, and foreign language anxiety are the many challenges English as a foreign language (EFL) instruction faces in Asia. Thus, their study utilized the effects of conducting an EFL instructional course for the conversational course integrating Facebook and Skype as platforms for the role-plays of

students as a way to address the stated challenges above. Their study revealed that the students' speaking and writing skills developed when role-playing activities, learning instruments and as well as the "peer-to-peer and self-correction behaviors" were utilized.

In Indonesia, Puspitasari's (2018) qualitative research addressed students' perceptions about integrating Facebook as the mediation of peer assessment in EFL Speaking Classroom through a semi-structured interview of the four English Education majors, interpreting data through thematic analysis. There are four emerging themes identified as results of the study: challenges encountered by the students during Fb-mediated peer assessment**,** the importance of being an autonomous learner, Fb as a platform to build speaking learning motivation, and Fb as a platform to build speaking learning confidence. The last three of which are highly related to this study.

Moreover, this study provided teachers with awareness on how to use Facebook in teaching English as a Foreign Language. Another descriptive qualitative research in Indonesia by Perdana (2020) purposed to illustrate how Facebook was used with the implementation of teaching speaking descriptive text in teaching speaking for senior high school students as well as identify their performance level in speaking. Based on the different data gathering instruments used like observation field note, interview and test, results of the study showed that students' scores were good and that teaching speaking descriptive text using Facebook for senior high school students is also found to be good in teaching speaking.

Going back to Thailand, Kamsa-ard (2018) investigated on the needs on speaking tasks of the non-English major freshmen students and their behavior in using Facebook for the speaking tasks. The survey questionnaire and the focus-group interview with the forty-two purposively selected participants showed that the participants were highly satisfied in using Facebook for their speaking tasks though they lacked more time for practice and preparation of the conversational videos.

In summary, it could be said that using task- based performances in speaking with Facebook as a learning platform, with all its features deemed fit for educational purposes, positively affect the motivation and satisfaction of students as they learn English either as a second language or a foreign language.

2.2.3 Motivation, Videos and Technology

In these present times when technology use abounds especially in the field of education, learning happens in a multi-platform setting, unnoticeably blending with the

learner's social and personal lives being online and borderless through the video interaction versus the limited in face-to-face interaction**.** Thus, video use for both in learning and performance plays a vital role in the process of motivating students to learn the language despite the present learning conditions. Life goes on and so does learning in these pandemic times- or even not. The following studies prove to be of significant impact to this study looking into the various aspects of using videos and technology in relation to motivation.

Anil's (2016) study focused on the technology-based teaching methods and techniques that assist learners in improving their skills in speaking as well as boost their confidence in dealing real-life communicative situations. The study further states that teachers of English need to be well-informed with the new and innovative teaching methodologies to significantly improve the skills of learners as English is an important language for acquisition in most of the developing and third world countries. Taqwa & Sandi (2019) also state that there has been a change in the process of learning from a conventional way into the technologically based way these days. From this transition, there is a need to find out the importance of technology use from the perspective of students as they learning English.

Meanwhile, in the perspective of Tai and Ting, (2016) understanding how students perceive and adopt technology in their daily life is particularly relevant to today's environment. In addition, Ceron (2014) also states that we live in a technological era in which learners are exposed to numerous distractions that are much more appealing than a teaching approach whose basis relies on repetitive grammar exercises, memorising vocabulary and learning the four linguistic skills through nonauthentic monotonous situations.

When it comes to learning environment and course materials to be used, adaptations and creating enjoyable materials, which may involve technology are also taken into account. Seo's (2011) study also aimed to examine the learners' motivation for studying English and their perceptions on useful and pleasurable activities to help current and future language educators cultivate a learning environment, which fosters the successful and enjoyable learning of a foreign language. In this relation, as a challenge for language educators, García Cerón's (2014) study explored the fundamental role of motivation in EFL teaching by proving that adapting course books or creating materials by taking into account students' interest. As a language instructor gleaning insights from these studies, it is important considering these recommendations showing that there is a need to

be innovative and creative in teaching language due to the demands of the technological and fast- changing times. The implication of this study is more bent on adapting to these demands. This research also poses a much greater challenge for language teachers to be more engaging and interesting in the delivery of instruction, especially with the fast and demanding changes in the educational setting due to various factors like pandemic and technological advancements. Anyhow, a language instructor needs to innovate and advance himself growing with the educational necessities of the times.

Specifically going into the use of videos, there are studies that focused more on developing the speaking skills of students through the use of videos, either as a tool to follow for pronunciation, a tool to produce the sounds for speaking, or both. On which, the design of this study has anchored.

To begin with one, the study of Mazrida (2019) looked into the use of self-made video to improve the students' ability in English pronunciation. The student three times took self-made videos and a recorded audio of native speakers serves as their basis from which they had to imitate the sound within the range of 3 weeks. The analysis focused on pronunciation, stressing, intonation and linking sound to achieve accuracy and the findings revealed improvement in the pronunciation of all students. Equally important, the students perceived the use of self-made videos as really effective in learning pronunciation, thus it motivated and attracted the students in learning English.

Alanferdika's (2014) aimed to improve the speaking skill of sixth graders and attempted solve the problems related to their speaking skill through video clips. The study yielded the following results: first, students' speaking skills developed using the video clips, next, students became more active than before making less disturbances when learning, and lastly, they exhibited optimistic behaviors about the video clip implementation.

Other studies used videos incorporating other media or technology or other learning media sites to motivate learners acquiring the language having respondents from both students and teachers. Indrastana & Rinda's (2021) study for one, is on teachers' practices in implementing video blogging using Mobile-assisted Language Learning (MaLL). The results showed that You Tube vlogging activities were conducted through five main stages: preparation, modeling, concept-making, implementation, and review. They suggested that video blogging activities are implemented in EFL classes as one of teaching and, at the same time, learning strategies to boost students' speaking performance. The stages in their study back up the very design of the instruction and the stages used in this research.

Moreover, the study of Tai and Ting's, (2016) looks into how students act on the tasks assigned to them, how and why students use over-the counter technology tools as they do their language-learning tasks. The study showed that the students optimistically welcomed the use of the tools in general and also appreciated the learning experience. Results revealed that there was willingness in adopting use of these technology tools and using them appropriately in individual learning. On the other hand, Jackman and Roberts's (2014) study in Trinidad and Tobago focused on the perspectives of potential teachers about using You Tube videos as electronic materials to complement lectures in psychology. Quantitatively, teachers recognized that using You Tube videos is beneficial and that there are specific advantages that anticipated intentions to use to strategically include You Tube as part of their teaching and researching. In addition to this, Bravo, et. al.'s (2011) also explored the results of using videos in teaching in order to make student become more motivated in any discipline. The study looked into several streaming videos used by lecturers as additional material resource with students in three different degrees of engineering.

Lastly, Bousef, et. al (2014) believe that the pedagogical strength of Video-based Learning (VbL) is presenting knowledge in a consistent and attractive manner. They further state that in recent years, the new forms and technologies of VbL such as flipped classrooms, and most prominently MOOCs, have had a remarkable impact on teaching and learning methodologies.

Acquiring understanding from all these studies focusing on the use of videos and technology that are found to have positive impact in learning and motivation, it can be said that in this study, the focus would be on the level of motivation and satisfaction as students learn to improve their speaking skills as self-made videos are used in the task-based activities.

2.2.4 Self-Regulated Learning

This study incorporates self-regulated learning through the use of freedom of choice and design, writing their own script, self- monitoring, and assessment all throughout all the speaking tasks assigned in the course. Students were advised to target a certain level of improvement from task 1 to the last based on self-assessment and the teacher's evaluation and feedback. Thus, they are self-aware of their improvements and weaknesses, on which they have to work on in the next unit. They were also given the freedom to choose the medium of presentations as long as they deliver the same content or topic.

These speaking activities range from small group discussions, vlog, talk shows, interviews, and many others forms, both in formal and informal context.

Generally, in relation to student-centered instruction which focuses on skills and practices that enable lifelong learning and independent problem-solving skills wherein student-centered learning theory and practice are based on the constructivist learning theory emphasizing the learner's critical role in constructing meaning from new information and prior experience as stated by Reid & Ewing (2018), self-regulated learning is one major factor at play in student learning in this research. One underpinning concept on student motivation in relation to preparation for the task is achieving learner's autonomy through the guided preparations for the communicative task through self-made videos. Thus, making learning systematically organized into achieving a goal. The following concepts and studies focus on this area.

Pintrich and Zusho (2002) state that in the post-secondary education, a tireless and influential concern for teachers at all levels is motivation. In connection to this, Barak's (2010) study showed that there is a high correlation between self-regulatory behaviour and a student's motivation in handling demanding assignments, and with the internal satisfaction from being involved in a work impacting creativity more than external rewards. Further into this idea, Boekaerts (1996) states that a powerful new learning theory has surfaced, the self-regulated learning which stimulates knowledge transfer and skills has emerged as that is able to promote the transfer of knowledge and skills to actual learning conditions resulting in students' independence from their teachers as they learn. Moreover, Seli and Dembo, (2019) state that self-regulation, considered to be a key term in understanding successful learners, entails processes in the aspects of self-reflection, motivation and behavior.

In Hong Kong, Ng (2016) investigated on self-regulated of pre-service teachers as a possible pedagogy in learning to improve their wiki-based projects. The participants' tasks were anchored on seven principles for supporting and developing self-regulated learning. The research findings show that the students were active wiki creators and assessors and yet they did not have enough confidence in themselves. Another study of Ng (2018), aimed to identify the flipped classroom, a new blended type of teaching, as a good pedagogy for improving developmental outcomes in learning. The results suggest that students are able to apply their self- learned knowledge to editing images both together and individually. They were very positive about flipped classroom activities and all 7 self-regulated (SR) learning principles were achieved. While students embraced the flexibility of learning

online, they missed the face-to-face interaction with the teacher and their learning peers. This was especially the case when they did not understand the content of the online videos. This study provides an additional lens of SR principles.

Specifically, in relation to writing texts, video script in this study, Bajner's (2018) study is very relevant wherein there is an emphasis on teaching the "Four C- s" with special emphasis on pupil's creativity and the pride of sharing the results of their collaboration on digital platforms. The study attempted to promote foreign language acquisition educators at all levels that are looking for new ways to integrate virtual worlds into the curricula. The paper intends to introduce "good practices" in language acquisition where trainers and trainees of foreign languages in teacher training institutes together with children produce digital texts. Although the goal of "preparing students for a global society", as further stated, may seem far-fetched there is no reason why innovative projects like PaLM cannot take a key role towards its realization.

Noting from the results of these studies that self-regulated learning help in motivating students to learn by guiding them to navigate through the tasks on their own, it is undeniably deemed necessary to achieve pedagogical advancements needed in addressing this need. More so, reinforcing the design of the study including in it self-regulated learning.

2.2.5 Collaborative learning

Another underpinning concept adapted in the design of instruction in this study is incorporating CL or Collaborative Learning. Laal and Laal (2012) state "Collaborative Learning is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product." Specifically, still according to aforementioned study, it is a state in which students learn by working together in small groups and assessment may be centered on the overall performance of the group.

Also, Bosworth, (1994) considered collaborative learning of great importance since the instruction is limited to a number of factors such as online learning, varied levels of English proficiency and number of languages learned. It is deemed to be important that students should be working in groups that are well-balanced as to members' proficiency levels. Furthermore, Bosworth listed five instructional strategies in improving collaborative skills of learner: identification, demonstration, modeling, performance feedback, and reflection. All these five strategies are clearly laid out and included in the stages of learning

in the study.

The findings of Muñoz, (2020, December) showed positive assessment on collaborative learning in an online setting that showed the challenges arising from being in this kind of teacher-student environment utilizing face-to-face didactic sequence and online sessions. Data on the adaptations, arrangements, the role of the teacher as facilitator were gathered through observation and questionnaire. Chou & Frank (2018, February) explored the application of online community of practice theory in order to come up with a conceptual framework for an effective student-centered collaborative learning environment. Based on the results of the study, Chou & Frank (2018, February) suggest "an approach to bridge the gaps of theory and practice in rethinking, reimaging, and redesigning teaching and learning spaces and pedagogical approaches in the current technological environment." Such suggestion backs up the design of the conceptual framework on this study adapting in its design collaborative learning as a supporting principle behind motivation among students, relatively affecting satisfaction.

Thus, in this study the researcher considers collaborative learning a very significant factor to be considered in the design of instruction as students learn to develop their speaking skills, under no normal circumstance but during pandemic times requiring online classes. With the abovementioned studies reviewed, it is all the more deemed necessary to adopt this system into the learning environment.

2.2.6 Tasks: Speaking assignments, role-play, digital storytelling as motivation tools

In this study, different tasks based on the material used focused on speaking are utilized for students to practice their speaking skills. These communicative-based tasks, made to be understood as relevant and beneficial to the students' learning, another subtle way of imparting motivation in relation to their goals, are very vital to the learning process. Students are doing simulated activities like role-playing, group discussion and sharing and the like, wherein they are required to write their own scripts and perform with a group. The following studies detail on this aspect.

AlOkaily (n.d.), in her work Designing Online Speaking Assignments, examined students' perception of the multi-stage assignments that were designed to incorporate the 21st century learning skills and smart learning. Moreover, these assignments were developed using these tools, the device-agnostic Web 2.0 tools for recording and sharing audio/audiovisual files, that can assist learners in speech improvement and establish

collaboration and autonomous learning. Utilizing mixed methods, results of the study show improved speaking skills and fluency, improved self-confidence, collaboration, peer learning, and increased learner autonomy through error detection and self-correction.

The study of Liu (2010) does not only explore some theories of communicative teaching methods but also motivation and its importance in learning anchored on Richard E. Mayer's theory of motivation and the advantages of role-paly on the aspect of arousing motivation. Oral English tests and role-play activity were the activities used in the speaking class in English in order to arouse motivation among college students. Results revealed that these communicative activities can be used to stimulate motivation among students. Yang & Wu (2012) on the other hand explored the impact of DSt (Digital Storytelling) on the motivation, academic performance and critical thinking in learning English of the high school students. Using the posttest and pretest quasi-experimental study for a year, the study revealed that the DSt participants performed significantly better than that lecture-type participants in terms of motivation, achievement in English and critical thinking. Moreover, the interview showed that DSt has an important educational value in increasing students' understanding of course content and to think critically as reported by both students and teachers.

2.2.7 Student-centered instruction

To ensure learning, motivation, and satisfaction, students need to be aware of his own goals, learning conditions, performance, and achievement. The researcher is of the opinion that this awareness makes students become motivated as their performance is related to their goals as future professionals. This could be achieved if students constantly monitor their performance through self- assessment and aim to improve each step of the way to improving their speaking skills. at the end, this could result in their satisfaction after being motivated in learning.

In this study, a preparation checklist is given as students get ready for each speaking task. This will require students to monitor their own performance and improvement. With a week time to prepare, they are advised to secure that their script is grammatically checked through online applications like Grammarly and MS team Editor. Their pronunciation will also be checked through online dictionaries or You Tube. They are also guided to practice and self-record before joining the group practice and recording. Lastly, they are advised to use the vocabulary and language boosters learned in each unit. the following studies detail on the different steps involved for learners to deal with the tasks.

Kavaliauskienė & Kaminskienė (2014) aimed to investigate students' attitudes and perceptions of difficulties in speaking. It utilized GIL (Guided Individual Learning), an innovative approach to improve speaking skills. the result of the study showed that perception of students on the difficulties faced in developing their speaking skills depended on two factors: one, is the students' chosen field of specialization wherein students of Psychology were more positive about their speaking activities than the students of Social Work; and secondly, the type of assignments wherein students showed more confidence should they have invested more time in individual learning doing their assignments.

Clark (2002) used guided revision as an integral part of writing instruction of their speaking outlines prior to presenting the speech, with 140 subjects taught by five different instructors. Instructor feedback to a detailed, preliminary outline (returned to the student with sufficient time to revise before presenting the speech) and instructor feedback on the speech itself were the most highly rated instructional approaches, with instructor suggestions for revising the outline ranked as the single most helpful instructional approach. Findings suggest the need to train inexperienced instructors in effective means of providing feedback.

Ali, Khan, & amin's (2019) study attempted to find out the effect of traditional teaching materials and poetry guided speaking (PGS) model on the motivation level of English as a second language (ESL) learners and their subsequent performance on the speaking tests. Two groups were utilized in the study, the experimental group (EG) and the control group (CG). Results of the study revealed that "on-task occurrences" of the learners in the experimental group were more than that of the control group. The study further recommends using poetry guided speaking or PGS as a teaching model in developing speaking skills of students in English.

As we can see in these studies, detailed and guided learning incorporated, especially that of Kavaliauskienė & Kaminskienė (2014) on a professional level, helped learners develop motivation as they explore the tasks with guidance and feedback from their teachers. So specifically, this study designed a self-assessment checklist to guide students as they prepare for each task- which in similar terms- a guided preparation to work on the assigned activities.

2.2.8 Self-assessment and speaking skills

As one is motivated to achieve something, there is also a need to check where he is presently in his endeavors. So, self-assessment is needed. It is a major part of the

students' learning process in this study as they are required to use a Self- assessment Checklist after every unit presentation. McMillan and Hearn (2008) in their book, Student self-assessment: the key to stronger student motivation and higher achievement, Cognitive and Constructivist Learning and motivation theories are presented. They further state, "Self-assessment is an essential component of cognitive and con-structivist theories of learning and motivation". McMillan and Hearn (2008) cited Shepard (2001) pointing out "Student self-monitoring of learning and thinking is important in the knowledge construction that lies at the heart of such theory." In this case, meaning is constructed by learners, in part, by evaluating themselves before learning and during learning. They arrange, assess, and adopt during the process, and in which self-evaluation is a part of that progression. It is a necessity that they associate recent information, perceptions, and competencies with what the existing knowledge and information already gained."

Other studies involving self-assessment are also reviewed. In Japan, the paper of Pinner (2016) presented the use of student self-assessment for classroom participation scores. It detailed on the EFL teaching experience of a practitioner in an EFL speaking skills course that initiated further development of such method to promote greater learner's autonomy. Also, the results of the study of Indrastana and Rinda (2021) revealed that student self-assessment is needed after vlogging activities are done to help the students reflect on their speaking practice.

Based on these studies, it can be said that reflection is such an important facet of learning and this is done through constant self-monitoring, regulating, modifying, correcting and finally resulting in goal setting adjustment towards improvement.

2.2.9 Satisfaction, self-made videos and social-media

When students aim for a goal in language learning, satisfaction is never far away from considerations. It is a vital part of the process when one aims at achieving something and after doing the tasks needed to achieve the goal, the by-product of which is checking on how satisfied one is. Satisfaction in this study means how the students are contented with their speaking skills after being guided doing the language tasks through the self-made videos with constant self-monitoring and assessment. So, in this regard, the study seeks to know the level of satisfaction or contentment of students with regards to their speaking skills preparations for the videos.

Using videos as a motivational tool needs a platform for presentation and there are a variety of social media sites that offer the place for this. The following reviews on the

specifics of using self-made videos and social media in improving the speaking skills of students are further investigated.

In terms of social media, Shofatunnisa, et. al. (2021) recently focused on the use of an online platform You Tube for students' video posts. The study was done through the online EFL speaking course held through the Web 2.0 technologies due to the COVID-19 pandemic lockdown. Students uploaded their self-recorded video (SRV) to You Tube, then the teacher assessed their speaking skill through the video.

The exploratory study of Taqwa & Sandi (2019) with one student-participant, aimed to investigate the student's experiences of using vlogs, as one of the technology products to learn English. Two research questions were answered and they were (1) "How are the student's experiences in learning English using vlogs; (2) What does the student learn from it?". Upon analyzing the data, the study yielded several findings. As to the first research question on the experiences of students in vlogging, "losing words to say, conveying English language expression", "expressing his identity", and "looking for additional information in English" are the three things students listed. As to what the students learned from the vlogging, they were "detailed guideline making, better editing, confidence gaining, and vocabulary improvement."

In the study of Encalada & Sarmiento (2019) in Ecuador, the use of SRV or Self-Recording Videos to develop students' speaking skills was used in exploring the perception of EFL students. As the authors considered it important to recognize from the students' view the positive sides using this technique, participants were required to record videos by themselves that relate to the content of the class and then submitted to the Moodle platform. As a result, the students mentioned that positively, their vocabulary and pronunciation improved. You Tube was also the focus of the study of Amir & Asmara (2021) as it is presently used by various groups in online learning. For students, using You Tube was found to be very fun and interesting as revealed by the study through the qualitative analysis. Also, for them learning English becomes fun and thus, not monotonous, especially being at ease in terms of their pronunciation learning.

Hill, Hooper, & Wahl's (2000) study examined how to sustain and improve the nursing skills in today's healthcare environment through the "viability of video playback". Specifically, it investigated whether the video playback would enhance performance of psychomotor skills and boost satisfaction of learners. As a result, the study revealed improved performance and learner satisfaction. Moreover, Angkananon & Wald (2018), through an experimental study, looked into whether the innovated use of online video

using both Thai and English with the proper subtitles improve the skills of students in learning English. Results revealed no significant difference between the pretest scores of both the experimental and control groups but the post-test scores showed that the former had a significantly high average score. In addition, their achievement test scores also scored higher in terms of the students' listening, reading, writing, speaking, discussion, and presenting skills. In the aspect of satisfaction for the innovation, it was rated at a high level overall- and that the innovation was considered to be interesting and easy to understand.

In the study of Shih (2010), a blended teaching and learning method utilizing a combination of face to face and online instructional blogging for the English Public Speaking, an ESP course, was used to identify whether use of such could contribute to student satisfaction and learning effectiveness. Results showed it actually could if the blended model is implemented with the supportive course plans and equipment. In addition, major factors identified enhancing students' learning satisfaction are the peer and instructor's feedback as well as certain blog characteristics like free access, ease of revision, etc, motivating students to learn effectively.

Lastly, the experimental study of Hsu (2015) provided assistance to improve listening comprehension of eleventh grade students using a "developed video-based language learning system for handheld devices, using three levels of caption filtering adapted to students' needs.' Results of this study indicate that those who use the provided assistance preferred "adaptive captions, enjoyed the exercises more, and gained greater intrinsic motivation". Results also validate that balancing listening comprehension for different students requires varied amount of data; as well, indicate that the filtering approach using the proposed adaptive caption is considered a viable method in improving listening proficiency.

Based on the reviews on this aspect, it could be said that use of videos, whether self-recorded, playback or You Tube links, are found to be a significant factor affecting both motivation and satisfaction; the reason why in this study, it is one of the major foci in the interplay of factors involved in the design of the instruction.

2.2.10 Conceptual Framework

This study employs a variety of teaching strategies, approaches and methods as well as technology especially during the onset of online learning due to the pandemic times. The researcher also reviewed various concepts and studies to back up the instruction design to be used in such a time as this. In particular, it uses student-centered teaching as

well as utilizing high- technology based approaches coupled with collaborative learning strategies and self- assessment and monitoring through group work on self-made videos to be posted on a social media specifically Facebook. So, students are prepared in all aspects from the learning platforms to the basic classroom learning activities through drills and exercises in the online classes for speaking skills development as well as goal setting and self-regulating in their further studies.

2.2.10.1 Teaching Methodology and Strategy

This study utilizes a variety of methodologies, strategies and approaches in teaching students to improve their speaking and listening skills. a teacher can indeed freely combine whatever he or she deems fit based on different factors to consider such as group and number of students, influence of the native language, ethnicities, proficiency levels and the like, evaluated under acquired educational philosophies and principles in teaching. Specifically, it adapts the following approaches: student- centered and high-tech approaches to learning, collaborative learning strategies through group work; drills and exercises for speaking skills development, independent study and self-assessment.

The main objective of the teaching plan is to improve students' speaking skills in terms of pronunciation and intonation, lexical control, grammatical accuracy and fluency using 8 topics on functional English for everyday life. The teaching plan utilizes a combination of approaches to motivate students in improving their speaking skills, and at the end achieve satisfaction. Generally, they are the student-centered and high-tech approaches and collaborative learning. On a minimal scale, using speech drills and exercises in classes and independent study outside the classes are also employed.

2.2.10.2 Student-Centered and High-Tech Approaches to Learning

Recent times require technological proficiency both for teachers and learners not only because of the advent of technology for quite a long time now but also worldwide concerns like the pandemic mostly requiring the use of technology. These high-tech approaches offer a variety of choices when it comes to online learning from using various smartphone applications and not limited only to paid computer- based programs for e-learning that poses some limitations.

Wright (2011) states that in general, learner-centered teaching approaches were found to produce positive results, as confirmed by the study of Kemm & Dantas (2007). Specifically, Overby (2011) enumerated the proven effects of student- centered learning:

increased level in critical thinking and problem solving, improved learning attitude, as well as an increase in attendance. Land and Hannafin's (1996) study also listed the following provisions using the interactive and complimentary activities in the student-centered learning environments: learners tackle their individual's unique interests and needs, look into the contents' different levels of complexities, and improve comprehension. Lastly, contrasting teacher-centered and student-centered learning environment, Gelisli's (2009) study revealed that success was significantly higher among those students who were exposed to the student- centered methods compared to those exposed to the teacher centered approach.

Teaching Methods (2020) states, "The teacher's primary role is to coach and facilitate student learning and overall comprehension of material, and to measure student learning through both formal and informal forms of assessment, like group projects, student portfolios, and class participation. In the student-centered classroom, teaching and assessment are connected because student learning is continuously measured during teacher instruction." Anil's study (2016) supports this as it focused on the technology-based teaching techniques and methods that assist learners to enhance their speaking skills and confidence in dealing with real-life communicative settings.

With these results as reinforcement, this study employs student-centered approaches requiring use of self-made videos, social media platform and various smartphone applications. The class activities prepared encourage them to be creative, innovative and relevant in coming up with their self-made videos based on eight topics that require them to use functional English. With all these student-centered activities, it is assumed that there will be increased level of motivation. Moreover, and most importantly, making the students understand how these activities are aimed to functionally develop their speaking skills, as the output would be seen in the self- made videos and the final speaking examination with the teacher, and with the help of their preparation checklist to develop healthy habits in learning. It is believed to be a great intrinsic motivation for them. The point is, making students understand that what are required of them is actually for their own betterment. The key is linking the present task to their future tasks as speakers of English, and more so, as future professionals in the international setting. Through more than two decades of teaching in the university, the researcher generally observes that when learners do finally understand these, they would most likely be doing more than what is expected of them. This is confirmed by Ihsan, (2016) that listed this idea of generating students' motivation as the second point in the framework for motivational strategies.

On the other hand, with the high-tech approach that goes well with the present pandemic times, as summer is June and July for these students, innovating activities from onsite learning to online learning fits well using variety of online applications ranging from the main platforms like MS team, Zoom, and Google Meet, to the minor ones like Facebook messenger, Facebook group, Edmodo, online dictionaries, Grammarly, Line, video recording applications, Powerpoint, Canva and others. Maximizing the use of different relevant applications is actually encouraged. In particular, the self-made videos are to be posted on Facebook group with the underlying reason of making students prepare more since they will be played in the online class generating students' and teacher's feedback through comments and emoticon reactions. So, in this study, one objective is to know if this affects their level of motivation. However, one study in the US, Hobbs (2006) found that teachers frequently used media only for non-educational purposes and the non-optimal use was just to integrate media literacy into K–12 instruction as a renewed interest in the field. In this study, the use of media is fully integrated in the online classroom setting.

2.2.10.3 Collaborative Learning strategies through group work

For a foreign lecturer, teaching Thai students taking two majors with different proficiency levels would be quite challenging when the teacher values students' performance at all levels adapting the "leave no one behind" principle in these pandemic times, innovation and creativity to tailor-fit instruction are of utmost importance. Therefore, in order to scaffold learning at all levels, groups are employed consisting of learners with both high-and-low level proficiencies, with leaders taking turns in translating, directing group preparations for the speaking presentations. Individually, students prepare first by writing their own scripts, checking their grammatical construction through an online application, and their pronunciation. Then as a group, the leader collates all scripts and checks the over-all writing through the same application. Only then the group can proceed practicing together using the corrected and improved script. They are also advised to record more than once according to their need and liking and choose one for the posting. This way, the number of practices is deemed to be a possible factor improving fluency in speaking. In this study, 34 students are grouped into 7 with 4 to 5 members each according to their introductory videos, grouping them with high level to low level of proficiencies. This will make those that are good become leaders in the group, as well they will serve as models for each group. The teacher mentors these students as they prepare for the group, and thus in turn, they cascade to the group whatever suggestions or corrections are made.

The following researches were reviewed in relation to this.

In the study of Kleanthous & Cardoso (2016), Computer-assisted Computer Learning CaLL researchers (e.g. Chapelle, 2001), recommended a collaborative environment that is basically learner-centered and teacher-facilitated emphasizing on the use of social media in promoting language learning. Moreover, Ehsan, Vida & Mehdi (2019), in order to enhance Iranian students' skills in speaking as well as their motivations, investigated the effectiveness of cooperative education. In order to compare the influence of the cooperative learning approach with the traditional whole-class instruction on speaking skills as well as on the six aspects of learning motivation, the study utilized a pre-test-post-test control group design. Data were gathered through various points and were analyzed through an oral test in English before and after employing some cooperative learning instructional activities and then analyzed through a seven-point Likert scale questionnaire. Results of the study showed a notable improvement in the speaking skills of students after learning with some cooperative learning techniques. Based on these results, it suggested significant differences in support of cooperative learning for improving intrinsic motivation but no differences were found on other aspects of motivation. The researchers recommended use of Cooperative Learning in the English classes as beneficial in developing students' speaking skills and motivation.

The results of these researches show that both collaborative learning and cooperative education are found to be significantly affecting motivation and beneficial in improving speaking skills of students- a reinforcement to the design of instruction in this study using CL.

2.2.10.4 Social-media (Facebook) and Self-made Videos

With the idea that the videos will be posted on a social media, it is presumed that students will prepare themselves as to their tasks requiring speaking skills. Moreover, comments as feedback from classmates and teachers after each video presentation serve as the points for improvement for the next presentation. Comments cover both the positive and negative, the former being reinforced while the latter being improved. This overall system is seen to be a motivating factor for improvement and assumed to finally affect their satisfaction. This is backed up by Khan, et. al.'s (2016) study indicating that at university level, the social media sources have a positive effect on English learners since they motivate the English language learners and stimulate their interest towards English language learning proficiency. Also, Kleanthous & Cardoso's (2016) study emphasized on the value

of using social media and collaborative learning in upholding language learning- specifically in their study, the use of CaLL or Computer-assisted Computer Learning.

2.2.10.5 Drills and Exercises for Speaking Skills Development

Drills and speech exercises have always been used in teaching a language be it word pronunciation, stress and intonation patterns, or imitative drills. They are found to be the basic foundations in learning the language, later leading to communicative and interactive learning.

Ihsan, (2016), used Brown's (2001: 271) six categories of the kinds of oral production that learners are expected to carry out in the classroom. They are the imitative, intensive, responsive, transactional, interpersonal and extensive. which are involved in teaching and developing the speaking skills.

In each class lesson of this study, the teacher and the audios in the teaching packet serve as the models for imitative drills. Then intensively, students are asked to apply the language boosters for a particular function. Then responsive drills are done from class, to groups, to individual. The last three categories are already done in the students' task of coming up with the self-made videos wherein they have to show transactional, interpersonal and extensive drills based on the group's decision, planning and designing of their output.

2.2.10.6 Independent Study

In this study, for each video with a particular topic (e.g. family and friends, restaurants, etc.) students are encouraged to prepare individually at first by using their own experiences, write their own scripts, given the vocabulary list and language boosters in classes within a week. They then check their own scripts using online applications like Grammarly or any other similar apps; and or ask help from either a friend, a leader, or a teacher. Also, after submitting their script to their leader, the leaders do the same thing and submit to the teacher through MS team platform. After which, the teacher checks on major grammatical concerns and improves the scripts. When the scripts are given back to the groups, the students then practice individually before the group practice at least 2 to 3 times focusing this time on their pronunciation and intonation. They are required to individually check their pronunciation using online dictionary or You Tube. Interestingly, AlOkaily, in his work "Designing Online Speaking Assignments", identified that between the two phases in his approach and OSa design, the "articulating and recording" and

“evaluating and identifying errors” is the cycle identified as the most beneficial by the students before posting or sharing their output. Thus, as confirmed by this study, students in this research are required to monitor their preparations especially the script writing, editing, correcting and feedback are given more attention to ensure developing of their speaking skills.

2.2.10.7 Feedback

Sallang & Ling (2019) researched on the value of constructive feedback in building up instrumental motivation concerning use of English as a language. Their study investigated on the perspectives of students as the advice of teachers on the condition of their performance adds to the increased motivation among students as they learn to use the English language in speaking. The research deduced that giving immediate constructive feedback is important in the teaching and learning process as it increases motivation among students in speaking the English language. In the design of the instruction in this study, the use of feedback is considered to be as one of the contributing factors affecting motivation for students to improve their speaking skills.

Overall, from teaching methodology and strategy, technology-based instruction, social media inclusion, collaborative learning, self-regulated learning, feedback and assessment, backed up by the concepts and researches stated above, the design of the instruction in this course is plotted in a conceptual framework that follows:

2.2.11 A Framework for Developing Motivation and Achieving Satisfaction in Improving Speaking Skills

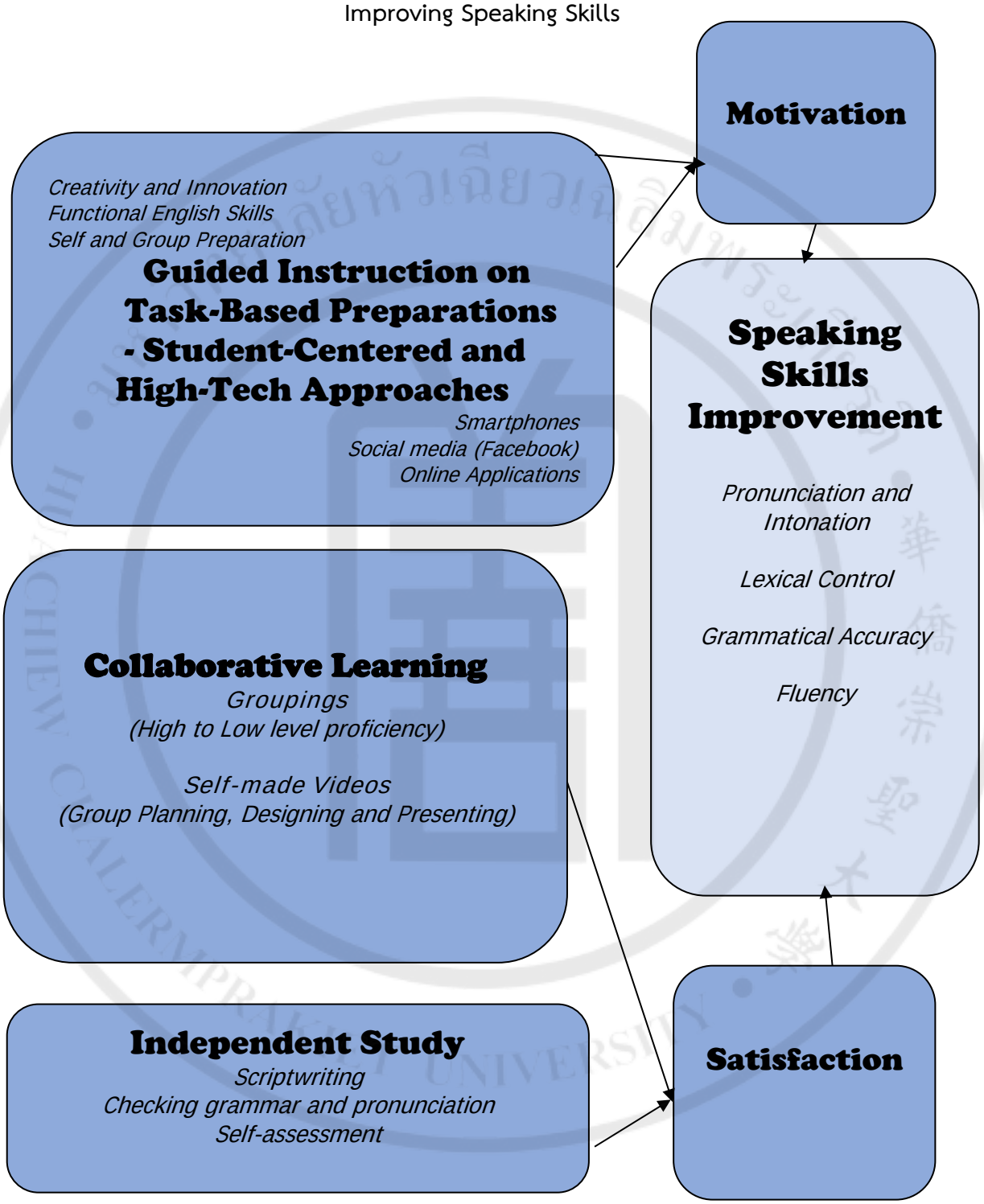

Figure 2-1 Conceptual Framework of the Study

2.2.12 Instruction Design Table

Table 2-1

Stages of Designing Instruction	**Details**
1. Preparation of Teaching Materials	*Speak Now 2: Communicate with Confidence *Tasks for Self-made Videos modified from those given in the book (Appendix A) *Guided Preparation Tasks (Appendix B)
2. Setting Stages of Learning	1. Vocabulary, Pronunciation and Conversation Drills Using vocabulary building, conversation models, and language boosters through repetitive drills from class, to groups, to dyads, and individual to ensure high level of class participation 2. Laying Down the Speaking Task A speaking task is assigned in groups using functional English mostly modified from the ones to cater collaborative learning and tailor-fit to real life situations Ample time of one week is given for the guided preparations, scrip writing, and practices. 3. Self-and-Group-Write, Assess and Practice Students individually and as a group write scripts Advised to use online dictionary and You Tube links for pronunciation, Grammarly/MS Team Editor or peer tutorial for grammatical construction check 4. Self-Assessment, Class and Teacher's Feedback Students self-assess, consider the feedback of

	the class and the teacher. Identify as a class strengths and weaknesses of the performance to identify room for improvement. Choose model performance for each unit. 5. Learn, Set Goals, and Repeat Repetition of the stages in a total of 10 units Setting goals after every unit assessment Repeat stages covering different speaking contexts. 6. Setting Targets for Final Speaking Test Evaluation tools are used to set targets for the final speaking test encompassing all units
3. Assessment	Final Speaking Test Survey Questionnaire

CHAPTER 3
RESEARCH METHODOLOGY

This chapter discusses the research methodology detailing on its research design, participants, teaching tools, instrumentation process, data collection, data analysis in order to ascertain motivation and satisfaction levels among students as they develop their speaking skills using self-made videos and Facebook group as a platform for learning presentations.

3.1. Research Design

This quantitative research employed a descriptive research design using a researcher-made questionnaire which focuses on the level of motivation and satisfaction of students using self-made videos and Facebook group as a platform for posting and viewing. In selecting the respondents, Yamane's formula was used to determine the total number of respondents. Random sampling used specifically was the fishbowl technique.

3.2. Research Methodology

This section discusses the research process, specifying the preparation and design of the instructional tools. Moreover, it also details the research design selection, selection of research participants, data gathering and interpretation, and the overall conduct of the study.

3.2.1 Research Teaching Tools and Instructional Design

The teaching tools used were the "Speak Now 2: Communicate with Confidence" packets by Oxford, eight (8) units with student self-made videos by groups using functional speaking skills. In brief, the following are the five stages in the instruction design:

1. Vocabulary, Pronunciation and Conversation Drills. Each unit includes sections like vocabulary building, conversation sample, language boosters and samples, and the presentation activities for speaking. So, these sections are utilized to lay down the basic words for the unit and the conversation structures used during lectures. It is well emphasized that these words and sentence structures are to be used in the task for each unit.

2. Laying Down the Speaking Task. After the pronunciation, vocabulary and

conversation drills, a speaking task is assigned to students in group, mostly modified from the ones stated in the book to cater to collaborative learning and tailor-fit to real life situations. It is important to note that laying down the task is supported by ample time to prepare. Thus, a week is given for the guided preparations, scrip writing, and practices.

3. Self-and-Group-Write, Assess and Practice. Then students, both individually and as a group, are required to use self-written scripts, online dictionary and You Tube links for pronunciation, Grammarly/MS Team Editor or peer tutorial for grammatical construction check and the Facebook Group, for their practices. Finally, the videos are posted for feedback after the given time of one week.

4. Self-Assessment, Class and Teacher's Feedback. The speaking performances for the unit tasks assigned are then posted in groups but evaluated individually. Students are encouraged to give both the strengths and weaknesses of the performance. Also, they are requested to choose the best speaker for each unit and provide the reason for the choice. This then serves as the motivating point for the next task. This way, learners are able to learn from each other. This also reveals to the whole class what works for others in their speaking skill development. Lastly, each student does the individual self-assessment for every unit with the midterm and final class assessments with the teacher through class interview.

5. Learn, Set Goals, and Repeat. Repetition of the stages, a total of 10 units, students learning different words, language structures, topics and engagements, but going through the same processes, ensures dealing with the improvement of their speaking skills. It is believed that developing skills is mainly achieved through a lot of practices, repetitions and drills while covering different speaking situations.

6. Setting Targets for Final Speaking Test. Finally, after going through all the units, learning different sets of words and structures in various setting, students take the final speaking test with the teacher. Evaluation tools used are the individual rating sheets with numerical rating, comments, and feedback on the four areas: pronunciation and intonation, lexical control (vocabulary use), grammatical accuracy and fluency, final speaking test and the survey on self-assessment for motivation.

3.2.2 The Research Participants

The participants of this study are first year English-Chinese major students at Huachiew Chalermprakiet University taking up IGE004, Extra English Course with focus on Speaking Skills, summer term of academic year 2020 (June and July). The classes were done 100% online due to the pandemic lockdown and the major outputs required are the 8 self-made videos. The teaching sessions covered the preparations needed for students to prepare self-made videos to be posted on a Facebook group for evaluation as to comments and suggestions.

3.3 The Research Instrument

The research instrument used in this study is a two-part survey questionnaire, a 60-item instrument on motivation (intrinsic-extrinsic and integrative and instrumental) by using self-made videos and Facebook group, and satisfaction on speaking skills. The 60-item questionnaire is divided into 2 major sections, the first is on Motivation and the last is on Satisfaction. The first part is on Intrinsic Motivation (items 1-5) and Integrative Motivation (items 6-10) on preparations for speaking assignments; and the second part is on Extrinsic Motivation (items 1-5) and Instrumental Motivation (items 6-10) with a total of 20 items in using self-made video post on Facebook group. The remaining two sections are allotted to measuring satisfaction with 40 items particularly pronunciation and intonation, lexical control, grammatical accuracy, and fluency. It also had the Thai translation to secure full understanding on the part of the respondents; thus, eliciting valid and reliable data.

3.3.1 Validity

It was first reviewed by experts as to content and concepts and revisions were made based on the corrections and suggestions for improvement. Then three experts validated the survey questionnaire using the IOC or Item Objective Congruence with the following criterion:

+1 For the item that is in congruence with the learning objective.

1 For the item that is uncertain to be in congruence with the learning objective.

-1 For the item that is not in congruence with the learning objective.

3.3.2. Reliability

The questionnaire's reliability was determined ensuring that the responses

gathered through the instrument are reliable and consistent. The questionnaire in this study was pilot-tested using another class section of the same level and majors that are not in the sample group. To secure the reliability of the questionnaire, Cronbach's Alpha was used for the internal consistency within the items. George and Mallery (2010) illustrated the value of Coefficient Cronbach"s Alpha as the following: ≥ 0.9= Excellent, ≥ 0.8= Good, ≥ 0.7= Acceptable, ≥ 0.6= Questionable, ≥ 0.5= Poor, and ≤ 0.5=Unacceptable. Thus, for the questionnaire of this study to be reliable, the value of Coefficient Cronbach"s Alpha is set at least 0.7. As previously mentioned, the said questionnaire was also translated to Thai language for better understanding of questions thus eliciting in-depth collection of data.

3.4. Data collection

This research aimed to identify the level of motivation and satisfaction using self-made videos and Facebook group among students studying international program. The two-part questionnaire gathered data mainly on areas of motivation and satisfaction using the 5-point Likert scale, ranging from "strongly disagree", "disagree", "neither agree nor disagree", "agree" to "strongly agree". The motivation part will elicit responses from students concerning level of motivation in terms of preparations for speaking assignments on video group presentation and posting these videos on the Facebook Group as a presentation. The second part checks on the students' level of satisfaction in four areas of speaking skills: intonation and pronunciation, grammatical accuracy, lexical control, and fluency.

The data collection took place at the end of the third semester of AY 2020 after the 60-hour classes were done with eight self-made videos completed for all units the and it continued in the first semester of academic year 2021. The details are as follows:

Table 3-1 Data Collection Timeline

Steps	Details
Clearance for study	Research Proposal approved
Identifying Target Sample	Entry-level students taking up international program (BA -English-Chinese majors) for summer classes (June and July, 2021)

Preparation of Instructional Materials	Speak Now 2- Communicate with Confidence Designed the eight (8) tasks for the course based on the teaching materials with some revisions to tailor-fit instruction
Preparation of the Research Questionnaire: Validity and Reliability	Conducted the Research Tool's validity and reliability
Conduct of the Study	Preparation Stage: At the beginning of classes, the following were laid down in general as an overview for each unit: Pre-Test through Self-Introduction Video Task Guidelines and Checklist Video Recording Assessment (Self-assessment, group, and teacher's evaluation per unit) Final Speaking Test Targets Video Recording and Posting: After checking each item in the preparation guide list, the student first self-recorded and practiced before joining the group for the same tasks. This was done in each unit. Assessment: After each video presentation for each unit, the student self-assessed using the Self-assessment Checklist in relation to the Facebook video post and comments/feedback.
Collection and Analysis of Data	At the end of the course, the students were asked to answer the questionnaire and the relevant research documents.

3.5. Data Analysis

This quantitative study utilized a descriptive research design with the use of a questionnaire consisting of two parts: assessing the level of motivation using self-made videos and Facebook group in improving speaking skills; and the satisfaction level of students in terms of their speaking skills (pronunciation and intonation, lexical control, grammatical accuracy and fluency). Students' responses ranged from strongly disagree to strongly agree and very dissatisfied to very satisfied in a Likert scale. The most common method to analyze Likert Scales is by just simply displaying the frequency and percentage of each point.

Table 3-2 Scale for Verbal Interpretation on Motivation

The scaling to be used for the level of motivation is as follows:

Mean Score	Verbal Interpretation
4.50 – 5.00	Very great extent
3.50 – 4.50	Great extent
2.50 – 3.49	Some extent
1.50 – 2.49	Very little Extent
1.00 – 1.49	Not at all

Table 3-3 Scale for Verbal Interpretation on Satisfaction

For the scaling to be used for the satisfaction level of the students, it is presented as follows:

Mean Score	Verbal Interpretation
4.50 – 5.00	Very Satisfied
3.50 – 4.50	Satisfied
2.50 – 3.49	Neither Satisfied nor Dissatisfied
1.50 – 2.49	Dissatisfied
1.00 – 1.49	Very Dissatisfied

The participants' responses were tabulated, analyzed and basically graphed into sections and parts of the questionnaire to measure the level of motivation and satisfaction. A computer-generated software was utilized in generating the results.

For research question number 1 which is to determine the extent of how self-

made videos and the Facebook group motivate students in improving their speaking skills, mean and standard deviation were used.

For question number 2 on the extent of how students are satisfied with their speaking development in terms of pronunciation and intonation, grammatical accuracy, lexical control or vocabulary use, and fluency, mean and standard deviation were also used.

Summary

In brief, this section explained the research methodology, the process of instructional design, the nature of the class setting and participants, as well as the data collection and analysis details in order to achieve statistical results for the motivation and satisfaction levels in students' speaking skills.

CHAPTER 4
RESULTS AND DISCUSSIONS

In this section, results are presented and discussed as the following in parts:

4.1. Over-all Results on Motivation and Satisfaction

- 4.1.1 Motivation on How to Improve Speaking: Preparations for Speaking Assignments through Video Group Presentation
- 4.1.2 Motivation on Improving Speaking skills Using Self-Made Video Post on Facebook Group as a Presentation

4.2 Overall Satisfaction of the Students of their Speaking Skills in terms of Pronunciation or Intonation, Grammatical Accuracy, Lexical Control or Vocabulary Use, and Fluency

- 4.2.1 Satisfaction in Pronunciation and Intonation
- 4.2.2 Satisfaction in Grammatical Accuracy
- 4.2.3 Satisfaction in Lexical Control or Vocabulary Use
- 4.2.4 Satisfaction in Fluency

4.1 Overall Results on Motivation and Satisfaction

Generally, the following table, 4-1, shows the results of the survey from the participants of the study. It shows the major areas where motivation and satisfaction are studied in relation to developing speaking skills using self-made videos and Facebook group as a platform for presentations. The two general areas for the motivating factors are on the preparation of self-made videos and the use of Facebook group as a platform while on the satisfaction level are areas of pronunciation or intonation, grammatical accuracy, lexical control and fluency.

Based on the statistical results using mean and standard deviation on measuring motivation in Likert Scale, the use of both the self-made videos and Facebook group as a learning motivation in developing speaking skills are at the level of “great extent” in motivating students with means of 4.27 and 3.98 respectively.

In terms of the two factors considered to be motivating, the use of self-made videos and Facebook group as a platform for presentation, especially during the pandemic times, it can be noted that both have quite a big gap when it comes to results. Respectively, from 4.27 to 3.98, there is a matter of .29 in difference- and this is the only area that was rated below 4. It can be deduced therefore that of the two, self-made videos matter more

than using social media as a platform. To support this point from the results, the item “I like using Facebook group as a communication platform for any personal or professional activities in English.” yielded the lowest extent of all as rated by the students. So, it seems that onsite learning is more meaningful and relevant to students, as supported by items 2, 5, and 6 on Facebook group as a platform, on more interactions in the classroom setting. This is one major point to be highly considered in the next study.

While in the area of satisfaction, students were highly satisfied with their grammatical accuracy. It could be well noted that the activities geared towards the improvement of this area highly motivated students, thus a point of major consideration in the process of teaching and learning.

Table 4-1 Extent of How Self-Made Videos and Facebook Group Motivate Students in Improving their Speaking Skills

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
SELF_MADE_VIDEOS	29	2.30	5.00	4.2724	.59456
FACE_BOOK_GROUP	29	2.60	5.00	3.9759	.60866
PRONUNCIATION_OR_INTONATION	29	2.20	5.00	4.1345	.65480
GRAMMATICAL_ACCURACY	29	2.00	5.00	4.4862	.62262
CONTROL_OR_VOCABULARY_USE	29	2.00	5.00	4.4069	.63860
FLUENCY	29	2.40	5.00	4.1103	.71930
Valid N (listwise)	29				

Groups	Mean	Verbal Interpretation	SD
Self-Made Video	4.27	Great Extent	0.59
Facebook Group	3.98	Great Extent	0.61

Note:

Mean Scale	Verbal Interpretation
4.50 – 5.00	Very Great Extent
3.50 – 4.49	Great Extent
2.50 – 3.49	Some Extent
1.50 – 2.49	Very Little Extent
1.0 – 1.49	Not at all

Source: https://www.naesp.org/sites/default/files/resources/2/Principal/2009/M-A_p46.pdf

These results support a lot of studies in the field of motivation and satisfaction

in relation to the speaking skills of students using speaking tasks for videos, Facebook, You Tube and other social media as a platform. The following are on these specific areas: Taqwa & Sandi (2019), Anil (2016), Tai & Ting (2016) and Ceron (2014) on **technology-based learning**; Mazrida (2019), Hsu (2015), Alanferdika (2014), and Encalada & Sarmiento (2019), Indastrana & Rinda (2021), Tai & Ting (2016), Bravo, et. al. (2011) and Yousef, et. al. (2014) on **self-made videos**; Jackman & Robert (2014), Shofatunnisa, et. al. (2021), Amir and Asmara (2021) and Angkananon & Wald (2018) on **You Tube and online media**; AlOkaily (n.d.), Liu (2010) and Yang & Wu (2012) on **various speaking tasks**; and Wongsa & Son (2022), Duong & Pham (2022), Yeng & Chang (2015), Pupitsari (2018), Perdana (2020) and Kamsa-ard (2018) on **Facebook** as an adjunct platform for learning. All of these studies prove that self-made videos and Facebook or Facebook group as a platform motivate students in developing their general skills in English, specifically the speaking skill.

4.1.1. Motivation on How to Improve Speaking: Preparations for Speaking Assignments through Video Group Presentation

Table 4-2

A 1.	Motivation on How to Improve Speaking: Preparations for Speaking Assignments through Video Group Presentation	Mean Results
1.1.	I am driven to write my own script and check my grammar through Grammarly or any online application or with the help of a teacher or classmate because I become prepared.	4.3
1.2.	I am persuaded to remember and use the speaking functions and the language boosters learned from all lessons so I can speak well.	4.1
1.3.	I am prompted to use most of the vocabulary words in each lesson so I can speak fluently in the self-made video.	4.1
1.4.	I am prompted to check the pronunciation of words through the online dictionary, You Tube and other online sources to check my pronunciation and intonation so I can speak properly in the video.	4.2
1.5.	I am inclined to know the corrections and suggestions of the teacher on the group scripts submitted so that we will know what to improve grammatically before recording our self- made videos.	**4.5**
1.6	I am happy to acquire study habits in improving my speaking skills as they prepare me as a student and a professional someday.	**4.4**

1.7	I am motivated to apply the skills I learned in real life situations like learning in class, talking to native speakers and preparing for my future career.	**4.4**
1.8	I am inspired to know that all the preparations can improve my pronunciation and intonation, lexical control (vocabulary use), grammatical accuracy and fluency as I speak in our videos.	4.3
1.9	I am confident that can the different learning strategies are integrated in me as an ESL learner and a future professional English speaker.	**4.0**
1.10	I am impelled to make these preparation practices my habit in my future speaking activities so I can become an excellent speaker of English and land a good job someday.	4.3

Table 4-2 shows the extent of motivation of students in terms of improving speaking skills through preparations for speaking assignments for video group presentation. As to the details of objective number 1, items 5, 6 and 7, got the means of 4.5, 4.4, 4.4 respectively, at the level of "great extent". These are the following items:

Item 5

I am inclined to know the corrections and suggestions of the teacher on the group scripts submitted so that we will know what to improve grammatically before recording our self-made videos.

Item 6

I am happy to acquire study habits in improving my speaking skills as they prepare me as a student and a professional someday.

Item 7

I am motivated to apply the skills I learned in real life situations like learning in class, talking to native speakers and preparing for my future career.

These three items are considered to be motivating students to a great extent as they prepare for the speaking videos with item number 5 having the highest mean of 4.5, on correcting grammatical mistakes, the only item rated satisfying students at a "very great extent.". Moreover, it could be therefore interpreted that "correcting their grammatical

mistakes through online application and MS Team editor", "acquiring study habits to improve their speaking skills" and "applying these skills in real life" are the top three ways self-made videos help motivate students to a great extent in improving their speaking skills. Furthermore, it could be deduced that students valuing grammatically correct structures used in speaking is the top motivation of students in learning to speak the language.

In terms of intrinsic motivation, item 5 on correcting grammatical mistakes, shows that learners put utmost importance to grammatical accuracy. It is then good to know that in this study, the guided preparation using grammatical tools catered to this need of students which motivated intrinsically them to a great extent. It suffices to say then that as students learn grammar, they know that this would finally assist them in developing their speaking skills. On the other hand, Items 6 and 7, on integrative motivation. In this relation, students also see that in acquisition of good study habits as the second motivating factor and being taught how to be resourceful and independent are habits they have positively attained in order to be part of the English-speaking working environment someday.

On the other hand, as to the lowest but still motivating students to a great extent with the mean of 4.0 is item number 9, having confidence on acquiring different learning strategies integrated in them as ESL learners and future professional English speakers. This might mean that in the conduct of the study, students were not able to be oriented well as to ways to achieve strategic competence. This is another point of consideration in the future related studies.

Lastly, all other six factors contributing to the motivation of students have the mean range between 4.1 and 4.3, still all in the level of great extent. Therefore, it can be said that all these factors in terms of preparations for the self-made videos are motivating students to a great extent but with the students concerned about their grammatical construction as the top reason they need to improve.

It could be concluded from these results that learners put more emphasis on grammatical correctness, the right strategies and skills for the readiness in using the language as students and as future professionals.

Studies that relating to this result are that of Mazrida (2019) Alanferdika's (2014), The former's is the guided use of self-made video through imitation showed improvement in students' pronunciation and perceived self-made videos an effective and motivating tool in learning English. The latter's study revealed that use of the video clips improved speaking skill, eliciting active and high engagement in learning showing positive behaviors. These two

studies generally utilized guided use of self-made videos that motivated learners. Thus, gathering underlying insights from the results in relation to the preparations made by students for their self-made videos, it can be therefore said that the guided preparations, motivating to a great extent, support all these findings to a specific degree.

4.1.2. Motivation on Improving Speaking skills Using Self- Made Video Post on Facebook Group as a Presentation

Table 4-3

2.	**Motivation on How to Improve Speaking: Using Self-Made Video Post on Facebook Group as a Presentation**	**Mean Results**
2.1.	I am excited to post our self-made on Facebook Group IGE004.	3.9
2.2.	I am persuaded that recording myself first before I practice with my group is highly important to speak well in the videos.	**4.2**
2.3.	I am comfortable speaking with a group in the videos since I prepared well.	4.0
2.4.	Facebook group as a social medium encourages me to speak well just like how we do in the actual classroom presentations and any presentations for work in the future.	3.8
2.5.	The feedback, reactions, and comments given to the video posts encourage me to know if we are doing things right.	**4.4**
2.6.	I love the freedom the self-made videos provide in choosing my language, situation and delivery in order to improve as future professional in English language.	**4.2**
2.7	These self-made videos inspired me to learn different language functions needed for my future language engagement, personally and professionally.	4.1
2.8	I like using Facebook group as a communication platform for any personal or professional activities in English.	**3.6**
2.9.	I am happy that the self-made videos developed my self-confidence to engage in future conversations as an ESL learner.	3.8
2.10	Using the self-made videos and Facebook group activated my English learning skills specially in speaking, thus giving more confidence as I continue using the strategies acquired.	3.9

Table 3 shows the extent of motivation of students in terms of using Facebook group as a platform to post their self-made videos. Items 2, 5 and 6 got the means of 4.2, 4.4 and 4.2 respectively, at the level of "great extent". These are the following items:

Item 2

I am persuaded that recording myself first before I practice with my group is highly important to speak well in the videos.

Item 5

The feedback, reactions and comments given to the video posts encourage me to know if we are doing things right.

Item 6

I love the freedom the self-made videos provide in choosing my language, situation and delivery.

These three items are considered to be both extrinsically and instrumentally motivating students to a great extent as they prepared for the speaking videos with item number 5, on feedback, reaction and comments topping the list of factors motivating students to prepare posting their videos on Facebook group with a mean of 4.4. It could be therefore interpreted that to prepare for the Facebook post's "feedback, reaction, and comments given encourage students", motivate students the most followed by "practicing with the group as highly important for students", and "the students love the freedom in choosing language, situation and delivery".

It can be inferred that with the top factor, being an extrinsic motivation, students are aware and wary of whatever is said (feedback) about their performance so they were motivated to prepare for such tasks. They engaged in the task in order to improve. Also, group preparations and the freedom to write and deliver their own scripts based on their personal experiences are also motivating both extrinsically (item 2), and instrumentally (item 6) to a great extent. It could be said that learning the language becomes both engaging and instrumentally motivating as the learners are able to assimilate their own experiences and linguistic competence into their script writing knowing that these could be their future linguistic functions as English majors.

In the area of feedback, having the highest mean as a factor motivating students,

it is interesting to know that as students prepared for the tasks, they had also anticipated how well would they perform through the feedback given. And with these feedbacks from one task to another, students were also advised to work on both their strengths and weaknesses if given. The researcher is of the opinion that constant monitoring of their performance and achievement affects their motivation to learn. This actually shows an active learner.

In the area of teaching, this study also provides teachers a view on providing the right and motivating feedback to learners as this is an integral part of their improvement of students. So, in this study, one recommendation that could be made is for teachers to be trained on this area as also confirmed by the following studies. The study of Clark (2002) on guided revision reaffirming motivation revealed that the most highly rated instructional approaches were the instructors' feedback on the speech. It also suggested the importance of training amateur instructors in the effective means of providing feedback. Specifically, Sallang & Ling's (2019) study resulted in increased instrumental motivation in English speaking using immediate constructive feedback. Lastly, in relation to Facebook group as a platform, Kavaliauskienė & Kaminskienė''s (2014) study utilized the teacher's comments on Facebook group post and their classmates' responses through emoticons and comments as well.

Practicing individually and with the group, which the students find motivating, presented layering of preparations as well as opportunities to learn from each other in collaboration. This provided learners time to prepare on his own at first, then checked his own performance with the group members. Both ways, the learners were required to amply prepare for the tasks for a week. This way, learners were able to work collaboratively, learning from each other, or from the leaders as groups were balanced based on the students' academic performance. It was then presumed that this process would provide learners ways to develop their confidence knowing the fact they had prepared at first on his own, and later, with his group, just like Bajner's (2018) study that emphasizes on pupil's creativity and the pride of sharing the results of their collaboration on digital platforms. Also, the findings of the study of Muñoz, (2020) indicate a positive assessment of collaborative online learning and suggested an approach to bridge the gaps of theory and practice in rethinking, reimaging, and redesigning teaching and learning spaces and pedagogical approaches in the current technological environment. Within this context and in consideration of the challenges revealed as well as the suggestions given by Muñoz's study, "students' practicing with their groups" is taken to be highly important in this study.

It also adds to the need of bridging the gaps of theory and practices in teaching.

"Students loving the freedom to choose language, situation and delivery" as a factor in motivating students is anchored on a student-centered instruction. The researcher firmly believes in the concept of taking the students at their level considering their particular needs, providing room for creativity as they tackle the tasks. As observed, students also suggested different ways to present the language tasks at hand. To name a few, suggestions varied from presentations through vlogs, talk shows, formal and informal group discussions, interviews, and the like. When the teacher checked and approved the proposed activities, which meant still using the language structures required for the unit, the students showed appreciation and excitement to prepare. This way, they were able to plan, design, write their own script, practice and deliver the task. It is believed to be highly engaging especially the learners worked in groups. This set-up made the learners independent and collaborative at the same time and this was one motivating factor considered in their learning. Reid and Ewing (2018) and Seli and Dembo, (2019) state that self-regulation is a major factor to be considered in understanding successful learners. Moreover, Boekaerts' (1996) study on self-regulated learning resulted in students' independence of their teachers in extending and updating their knowledge base. Lastly, highly correlated with an individual's motivation to handle challenging assignments, Barak's (2010) study on self-regulatory behaviour related to internal satisfaction from being engaged in a task contributing more to creativity than to receiving external rewards- to which the result of this study is more related being on motivation and satisfaction.

Meanwhile, item 9, "self-made videos developed my self-confidence to engage in future conversations as an ESL learner" got the lowest mean of 4.0 though still motivating to a great extent. This may imply that during the conduct of the study, there was no greater effort exerted to make students more aware of the relationship between the present tasks as preparations for their future functions- this being a factor in instrumental motivation.

Lastly, all other six factors contributing to the motivation of students in terms of using Facebook group as a platform for posting self-made videos have the mean ranges between 3.6 and 4.0, still all in the level of great extent. Therefore, it can be said that all these factors in terms of preparations for the self-made videos to be posted on Facebook group are motivating students to a great extent.

4.2. Satisfaction of the Students of their Speaking Skills in terms of Pronunciation or Intonation, Grammatical Accuracy, Lexical Control or Vocabulary Use, and Fluency

Table 4-4

Areas	Mean	Verbal Interpretation	SD
Pronunciation or Intonation	4.13	Satisfied	0.65
Grammatical accuracy	4.49	Satisfied	0.62
Lexical Control or Vocabulary Use	4.41	Satisfied	0.64
Fluency	4.11	Satisfied	0.72

Note:

Mean Scale	Verbal Interpretation
4.50 – 5.00	Very Satisfied
3.50 – 4.49	Satisfied
2.50 – 3.49	Neither Satisfied nor Dissatisfied
1.50 – 2.49	Dissatisfied
1.00 – 1.49	Very Dissatisfied

Table 4-4 generally shows that the students are satisfied with their speaking skills in terms of the four major areas of speaking, their pronunciation or intonation (M = 4.13, SD = 0.65), grammatical accuracy, (M = 4.49, SD = 0.62), lexical control or vocabulary (M = 4.41, SD = 0.64), and fluency (M = 4.11, SD = 0.72). There is homogeneity in the responses of the respondents as shown by the small values of standard deviations ranging from 0.62 to 0.72.

Generally, from these results, it could be inferred that as students were “just satisfied” or “only satisfied” in these four areas, teaching strategies need to be reviewed and reassessed in order to achieve the highest level of satisfaction as students learn focusing more on fluency, pronunciation and intonation in particular. On the other hand, it can be said that students would be very satisfied if they improved more in terms of grammatical accuracy. Thus, a recommendation from this study to focus more on the grammatical structures in the spoken language is also given utilizing applications like Grammarly, MS Team editor and other applications for grammatical check.

Ranking the four areas as to the satisfaction rating, grammatical accuracy comes first, followed by lexical control or vocabulary use, pronunciation and intonation, and lastly, fluency. It could be inferred from these results that the activities required in dealing with their grammatical accuracy seemed to be the most satisfying for the students- though all

other three are also in close range in results. It could be noted that students are more aware to develop their speaking skills grammatically first and foremost. This would mean that the activities geared towards this area should be adapted more in developing and designing language instruction. It could also be inferred from the results that when it comes to priority based on approaches in EFL language learning, "fluency first" vs "accuracy first", grammatical accuracy seems to be more preferred area by the students. Fluency ranks last in student satisfaction.

The following tables show the specific results on these four areas.

4.2.1. Satisfaction in Pronunciation and Intonation

Table 4-5

B 1.	**Satisfaction: Pronunciation and Intonation**	**Mean Results**
1.1.	I can pronounce well most of the vocabulary words learned from all lessons in each unit.	**3.6**
1.2	I can follow the pronunciation of the native speakers in the audio and my teacher during the speech and pronunciation drills.	3.8
1.3	I can follow the intonation of the native speakers and my teacher during the listening and repetition drills.	3.9
1.4	I know my problem words and sounds when it comes to pronunciation and intonation since my teacher's feedback informs me.	4.2
1.5	I am confident checking the pronunciation of the problem words through either You tube, online dictionary and/or advice from a senior or a teacher.	**4.3**
1.6	I am glad to know how IPA (International Phonetic Alphabet) transcription or the audio button help as I check an online dictionary.	**4.3**
1.7	I am delighted to know that mouth positioning using the articulators is very important in producing the right sound in pronunciation.	4.2
1.8	I am happy to be aware of the importance of stress in pronunciation in order to say the right meaning.	**4.6**
1.9	I confidently know that intonation is a way of saying the meaning or message so I follow word and stress intonation properly.	**4.3**
1.10	I am well aware of connected speeches like "Wanna go." or "You'd like it." And train my listening and speaking skills into acquiring it.	4.1

Table 4-5 shows the level of satisfaction of students specifically in terms of pronunciation and intonation. The top two items, with the other three a tie, 5, 6, 8, and 9 have the means of 4.3, 4.3, 4.6 and 4.3 respectively, at both levels of “Satisfied” and “Very Satisfied”. These are the following items:

Item 5
I am confident checking the pronunciation of the problem words through either you tube, online dictionary and/or advice from a senior or a teacher.

Item 6
I am glad to know how IPA (International Phonetic Alphabet) transcription or the audio button help as I check an online dictionary.

Item 8
I am happy to be aware of the importance of stress in pronunciation in order to say the right meaning.

Item 9
I confidently know that intonation is a way of saying the meaning or message so I follow word and stress intonation properly.

Item number 8 on “the importance of stress in pronunciation in order to say the right meaning” tops the list with a mean of 4.6 at the “Very Satisfied” level. This means that students focus non-verbally on how to convey the right meaning when they speak entailing their knowledge on intonation and they are satisfied with the improvement. It could also be interpreted that “checking pronunciation with the help of online resources and people”, “knowing the IPA”, “considering the importance of stress for meaning”, and the “intonation related to meaning” are the top areas students are satisfied when it comes to their pronunciation and intonation. This means that as they speak, they are motivated to improve on these areas as proven by their level of satisfaction. This reinforces the idea of guided learning encouraging students to be self-directed and independent knowing that they do the tasks not because of the course requirement but for their future work and personal benefits as English language majors.

On the other hand, item number 1, on “pronouncing well most of the vocabulary

words learned from all lessons in each unit" got the lowest mean of 3.6 though still at a satisfied level. Also, item 2, "I can follow the pronunciation of the native speakers in the audio and my teacher during the speech and pronunciation drills", mean of 3.8, and item 3, "I can follow the intonation of the native speakers and my teacher during the listening and repetition drills" with the mean of 3.9 got the lowest score though still at a "satisfied level. This implies that in the conduct of the study, there might be lower level of attention given to instruction or it could be the level of students' proficiency. It is therefore considered to give more emphasis dealing with this in the practice of teaching language.

Lastly, all the other areas have a mean range between 3.6 and 4.1, still all at the "Satisfied" level. Though students are satisfied on this area being the lowest as well as considering their level satisfaction as "satisfied", this implies that teachers need to focus more on pronunciation drills in teaching listening and speaking courses. The "Satisfied" level could be possibly be made "Very Satisfied" when aptly applied. Based on this study, the improvement of instruction will include more time and reinforcement on different levels of repetitive speech drills from words, phrases, sentences and conversations. It will also include various ranges of speech drills from class, groups, and individual level in order to ensure all learners will have the chance to practice- thus, when improvement is achieved among learners, satisfaction is also ensured.

4.2.2. Satisfaction in Grammatical Accuracy

Table 4-6

2	Satisfaction: Grammatical Accuracy	Mean Results
2.1	I am confident using online application (Grammarly or other grammar applications) or asking my teacher so that I will know my mistakes and thus speak correctly.	**4.3**
2.2	I am well pleased using the language boosters learned from all lessons in each unit.	4.4
2.3	I am learning a lot from the feedback of the online editor or my teacher when I submit my script.	**4.3**
2.4	I am pleased to improve upon knowing and understanding my errors after I did my videos when I assess myself.	**4.7**
2.5	I am willing and happy to address or correct my mistakes and learn from them.	**4.7**

2.6	I am glad to know the difference between my level of using sentences and the expected structures in language boosters.	4.5
2.7	I am gratified using the language boosters suggested in another situation or topics by just changing some content words to fit into my sphere of experience.	4.4
2.8	I am happy to know that there are simple sentences I can write and complex sentences, with which I need the help of my teacher or any grammar applications.	4.3
2.9	I am well aware that errors in my sentences may result in miscommunication in language so I try to speak correctly.	4.6
2.10	I am glad to get acquainted with the various techniques on how to improve my sentences to help me speak accurately.	4.5

Table 4-6 shows the level of satisfaction of students in terms of grammatical accuracy. The top 2 items are 4 and 5 as tie and 9 with the means of 4.7, 4.7 and 4.6 respectively, at the level "Very Satisfied". These are the following:

Item 4

I am pleased to improve upon knowing and understanding my errors after I did my videos when I assess myself.

Item 5

I am willing and happy to address or correct my mistakes and learn from them.

Item 9

I am well aware that errors in my sentences may result in miscommunication in language so I try to speak correctly.

Grammatical accuracy is the only area where students rated themselves to be "Very satisfied" with in their speaking skills. It is interesting to note that specifically with items 4 and 5 on "being pleased to improve upon knowing and understanding their errors after they did their videos when they assessed themselves" and "being willing and happy to address or correct their mistakes learning from them", being concerned about their grammatical accuracy by knowing their mistakes and correcting them have been the

students' utmost concern rating themselves very satisfied.

So, the question here is what made them know their errors and how to correct them? It is with the checking of their script twice. Going back to the preparation stage, a checklist had been used to guide them every step of the way in their self and group preparation. This checklist was aimed at writing and checking their scripts through online application like Grammarly or MS Team editor before they sent it to their group leaders. Onwards, group leaders did the same for the collated scripts but final check will be with the teacher approving it for the video recording. This seems to motivate students to learn well as proven by their level of satisfaction. It could be inferred that the key is preparation like when students are adequately prepared, they become highly satisfied of the speaking skills improvement. Moreover, it can be understood that when students know that they speak correctly as they have been guided and aided well in terms of grammatical construction, they are highly satisfied with their learning.

Moreover, with item number 9 on "being well aware that errors in their sentences may result in miscommunication in language so they try to speak correctly", the self-evaluation part of the checklist seems to also motivate them to improve especially in terms of their grammatical construction and that they are very satisfied with their improvement. The researcher reckons that ample time of preparation is the key to students' motivation to learn, knowing they are guided and readied for the task- the reason behind the one-week time given for preparation.

On the other hand, in terms of grammatical accuracy, item numbers 1, 3 and 8, being lowest yet still at "Satisfied" level, all with the means of 4.3. These are items on "being confident using online application (Grammarly or other grammar checker applications), "asking the teacher so that they will know their mistakes and thus speak correctly", "learning a lot from the feedback of the online editor or the teacher and knowing simple and complex sentences", with which they need the help of the teacher or any grammar applications.

The results of the following studies are stated and reviewed in relation to further shedding light on the importance of this factor. McMillan and Hearn (2008) state, "Self-assessment is an essential component of cognitive and con-structivist theories of learning and motivation". Further, both also cited Shepard (2001) pointing out the student self-monitoring of learning and thinking is important in the knowledge construction that lies at the heart of such theory. In relation to these results, the use of self-monitoring in this study while preparing and self-assessing before and after the task, are considered to be vital in

securing both motivation and finally satisfaction in learning. Moreover, Pinner (2016) used student self- assessment for classroom participation and described how it has directed to improve the assessment method towards “greater autonomy”, with the goal to maintain motivation.

In details, AlOkaily’s study has been found to be much relevant to the instruction design of this study. He identified in his work that between the two phases in his approach and OSA design, the “articulating and recording” and “evaluating and identifying errors” is the cycle identified as the most beneficial by the students before posting or sharing their output. Thus, as confirmed by the results of this study, students as required to monitor their preparations especially the script writing, editing, correcting and feedback ensure developing of their speaking skills, and interestingly turned out to be motivating the most in the areas of error identification and error correction, and also made them satisfied with their improvement.

Specifically, in relation to writing texts, video scripts in particular in this study, Bajner’s (2018) research is very relevant wherein there is an emphasis on teaching the “Four C-s” with special emphasis on pupil’s creativity and the pride of sharing the results of their collaboration on digital platforms. The study attempted to promote foreign language acquisition educators at all levels that are looking for new ways to integrate virtual worlds into the curricula. The paper intends to introduce “good practices” in language acquisition where trainers and trainees of foreign languages in teacher training institutes together with children produce digital texts. Although the goal of “preparing students for a global society” may seem far-fetched there is no reason why innovative projects like PALM cannot take a key role towards its realization.

Noting from the results of these studies, self-regulated learning indeed helps achieving grammatical accuracy in motivating students to learn by guiding them to navigate through the tasks on their own. The researcher notes that this provided more opportunities for students to learn as they have the control of time and platform unless the factor of inability to do so is undesirable study habits. This is where the teacher assessment comes in through the submitted scripts before the individual and group practices, ensuring that each learner goes through the process of checking their grammatical construction in their script. Anything these applications are not able to address is done by the teacher upon checking the submitted scripts. Corrections through grammar review or mini-lecture is included in the classes.

4.2.3. Satisfaction in Lexical Accuracy/ Vocabulary Use

Table 4-7

2	Satisfaction: Lexical Accuracy/Vocabulary Use	Mean Results
3.1	When I write my script, I am glad I can use the right words in the vocabulary learned in each unit.	**4.2**
3.2	When I speak, I am happy that I can use most of the vocabulary words learned in each unit. (about 30-40 words)	4.4
3.3	I am delighted when I can use synonyms when I forget words when I speak because I understand what I have to say.	**4.2**
3.4	I am happy to identify the wrong words I used when I speak and I try to improve in the next presentation.	**4.7**
3.5	I gladly learn from the feedback of my teacher on my vocabulary use.	**4.6**
3.6	I am happy knowing how to check other online sources for vocabulary like You tube videos when I need to learn more words on each unit. (aside from the links the teacher provided)	**4.6**
3.7	It is a delight to know not only the meaning but also how to say the words correctly through drills and exercises in class.	**4.3**
3.8	I am happy to learn more when I check the dictionary as to the meaning of any unfamiliar words I encounter.	**4.3**
3.9	I am happy to learn more when I check the dictionary as to the pronunciation of any unfamiliar words I encounter.	**4.3**
3.10	I am pleased to make all these strategies a habit to know more words in order to improve my fluency and accuracy.	**4.5**

Table 4-7 shows the level of satisfaction of students in terms of lexical accuracy or vocabulary use, items 4, 5 and 6, with the means of 4.7, 4.6 and 4.6 respectively, are all at the “Very Satisfied” level. These are the following items:

Item 4

I am happy to identify the wrong words I used when I speak and I try to improve in the next presentation.

Item 5

I gladly learn from the feedback of my teacher on my vocabulary use.

Item 6

I am happy knowing how to check other online sources for vocabulary like You tube videos when I need to learn more words on each unit. (aside from the links the teacher provided)

Just like grammatical accuracy, with just one point lower in the average mean of the three, lexical control or vocabulary use, being guided by the design of the course material, Speak Now, Communicate with Confidence, Level 1 and being an input in the checklist for preparation, turned out to be the area students are "very satisfied" when it comes to their improvement. It can be said therefore that vocabulary drills, pronunciation and word use for the task in each unit, as motivating to a great extent to the students, are also specific areas of which they are very satisfied as to their improvement. Time was well allotted to this area through the use of Pictionary (book and Google search), speech drills, vocabulary drills, and translation. Also, students were advised to use vocabulary and the language booster sets for the units as they wrote their scripts. It could therefore be noted that students learning more on this area contributes to their satisfaction level.

As to items 1 and 3 that got the lowest mean of 4.2, though still on a satisfied level, respectively on "using the right words from the vocabulary learned in each unit in writing the script" and "using synonyms when one forgets words when speaking because he can rephrase" could mean that students might not had been able to highly maximize using the number of words and synonyms functionally in their tasks for each unit.

4.2.4. Satisfaction in Fluency

Table 4-8

2	**Satisfaction: Fluency**	**Mean Results**
4.1	I am satisfied using most of the vocabulary words learned in each unit without pause or hesitation or using fillers.	4.1
4.2	I am glad to read fluently the sample scripts in the book because I did the speech drills.	**4.3**

4.3	I am glad to speak fluently in all given situations because I prepared well and did all the tasks assigned.	**4.2**
4.4	I am grateful that I can easily rephrase my ideas when I forget my lines because I understand what I need to say.	**4.3**
4.5	I am happy that I do not use fillers like “Alai na ka?”, “hmmm”, “you know” etc. when I forget my lines, Instead I use “ad libs”.	4.1
4.6	I am satisfied using most of the vocabulary words making me speak fluently.	4.1
4.7	I am glad to know how fast or slow I speak depending on the use of vocabulary words and sentence structures.	4.2
4.8	I am pleased to know I can speak with ease and right expression of ideas to mean what I say and I say what I mean.	4.0
4.9	I am glad I can easily correct myself when I commit mistakes while speaking.	4.2
4.10	I am satisfied with my speaking skills in the Final Speaking Test. I was able to fluently answer most of the questions.	**3.7**

Table 4-8 shows the level of satisfaction of students in terms of fluency. Two of these topped the list: item numbers 4.2 and 4.4 on “reading fluently the sample doing the speech drills”, “using paraphrase when forgetting lines”, followed by “being prepared well and doing all the assigned task”. These are the following itemsin specific:

Item 2

I am glad to read fluently the sample scripts in the book because I did the speech drills.

Item 4

I am grateful that I can easily rephrase my ideas when I forget my lines because I understand what I need to say.

Item 3

I am glad to speak fluently in all given situations because I prepared well and did

all the tasks assigned.

Doing the speech drills through the sample scripts in the book and paraphrasing /rephrasing and "ad libs" as taught to be used when talking seem to be the factors in terms of fluency in which they are satisfied as to their improvement in speaking. This would mean addressing this more in language learning will further make students motivated and satisfied in their speaking skills. This is where fluency is deemed achieved in contrast to the usual "memorizing" approach so students could speak. The researcher steadfastly believes that in the core of speaking and fluency, from slow to fast pace, understanding of the ideas to be conveyed and the ideas to be received is very vital. Of course, many factors are at play in this scenario- vocabulary use, sentence construction, actual information exchanges, and adjusting in between. It is therefore believed that real communication would take place if learners know what to say, use the right words and sentences, as well as understand what was said, and be able to respond accordingly in terms of spoken language.

As to the item that got the lowest mean of 3.7 though still at a "Satisfied" level, it is on being satisfied with their speaking skills in the Final Speaking Test answering fluently most of the questions. So far, this is of highest consideration of all the areas and items overall since all it is the culmination of the goal, in which the students have to apply everything they have learned and prepared for. Therefore, there will be considerations for modification in the teaching practice in the future. Use of formal assessment tools like rubrics based on the standardized levels is further considered. It is also important to have the pre-test and post-test based on these standard points with the aid of external evaluators if possible. This way, students would be aware of both their entry-level and the expected level they have to achieve after learning from the course. This is also another point for further studies.

CHAPTER 5
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents in a nutshell the summary, conclusions and recommendations after the conduct of the study, analyzing statistical results, linking them with other studies for further references. This leads to the researcher's recommendations to all stakeholders in the educational system within the bounds of motivation in relation to teaching and improving speaking skills, motivation and satisfaction in these present times of online learning and pandemic times.

5.1 Summary

Generally, it was found that that there is a **great extent** as to how self-made videos and Facebook group motivate students in improving their speaking skills. While in terms of student satisfaction, this study revealed that the students are **satisfied** of their speaking skills in terms of the four major areas of speaking, their pronunciation or intonation, grammatical accuracy, lexical control or vocabulary, and fluency.

Specifically on motivation in terms of improving speaking skills through preparations for speaking assignments through video group presentation, the top three factors affecting motivation, rated **"very satisfied"** are 1. corrections and suggestions to improve grammatical accuracy, 2. acquiring study habits to improve speaking skills for future professional preparation, 3. skills learned and applied in real life situations in terms of, communication in English and future career while the lowest but still motivating students to a great extent is having confidence on acquiring different learning strategies integrated as an ESL learner and a future professional English speaker.

In terms of motivation using self-made videos and Facebook group as a platform for posting, "feedback, reaction, and comments", "individual and group practice", and "the freedom in choosing language, situation and delivery" are the top three motivating factors ranked accordingly. On the other hand, the item on using Facebook group as a platform showed to be the least factor satisfying students though still at a "satisfied" level.

Generally, in the area of satisfaction, grammatical accuracy tops the four areas as the area students are highly satisfied. In the area of pronunciation and intonation, "importance of stress in pronunciation for the right meaning" tops the list with which the students are very satisfied. In terms of grammatical accuracy, the students are very satisfied with the "improvement upon knowing and understanding errors upon self-assessment"

and “the willingness to address or correct their own mistakes”. In terms of vocabulary use or lexical control, “identifying the errors in word use in speaking for improvement in the next presentation” tops the list of factors. Lastly on the level of satisfaction of students in the area of fluency, the top two items are “reading fluently from the speech drills”, and “rephrasing ideas when forgetting lines”.

5.2 Conclusions

As revealed by the results of this study, the following conclusions are made:

1. Self-made videos and Facebook group motivate students to a **great extent** in improving their speaking skills, with corrections and suggestions for grammatical accuracy rated at a **“very great extent”**. Therefore, self-made videos with the aid of varied guided preparational activities geared towards achieving grammatical accuracy proves to be the most motivating factor in developing students’ speaking skills.

2. The students are generally **satisfied** with the improvement on their speaking skills in terms of pronunciation and intonation, grammatical accuracy, lexical control or vocabulary, and fluency with grammatical accuracy rated as **“very satisfied.”** With grammatical accuracy still the area with which students are very satisfied, it is therefore concluded that the instruction design focusing on grammatical accuracy must be highly adapted in the classroom as it generated a high level of satisfaction among all other three areas.

5.3 Recommendations

Based on the conclusions made, the following are the recommendations and suggestions from this study for teachers, students, education managers and curriculum developers:

5.3.1 Recommendation for Teachers:

5.3.1.1. It is highly recommended by the researcher to utilize speech drills, individual and group, so that students will have the chance to practice as the study revealed student satisfaction yet the lowest at the same time. This might mean more need for these drills to be adapted in teaching listening and speaking courses. Teachers need to give more emphasis on

pronunciation and speech drills in teaching listening and speaking courses as done in this study.

5.3.1.2. This study also recommends giving more importance on vocabulary use, maximizing this through utilization of the set of vocabulary words in the lessons to be used in writing sample sentences and making this as one of the items for scoring rubric during the presentations. This will be adapted and included in the modification of the course design too.

5.3.1.3. Since grammatical accuracy tops as the motivating factor in speech improvement, it is recommended to provide more emphasis on this area. Guided writing of their own scripts for the task secures preparation. Moreover, imparting knowledge to students on the various available online resources for grammatical check is considered to be of vital importance in developing self-regulated and independent learners as also done in this study, notwithstanding continuance of teacher's assistance outside the classroom still considered vital.

5.3.1.4. Overall, an item in fluency having the lowest mean, "their skills in the final speaking test answering fluently most of the questions", is of highest consideration since out of it all, it is the culmination of all goals, in which the students have to apply everything they have learned and prepared for. Therefore, it is recommended that modification and improvement in the overall design of the course should be made in order to ready students for this final task- to talk fluently and competently.

5.3.1.5. Another item getting the lowest mean, though still motivating to a great extent is on self-made videos developing self-confidence to engage in future conversations as an ESL learner. This would mean that there could be students who

prefer the actual interaction inside the classroom in terms of doing these speaking tasks. So, it is therefore recommended as a modification to the course design inclusion of a presentation either in class or in online platforms as the last task to hurdle.

5.3.1.6. Lastly, as feedback is one vital part of development, it is also suggested that teachers be amply equipped on this area especially constructive ones.

5.3.2. Recommendations for Education Managers and Curriculum Developers:

5.3.2.1. Generally, from the teacher's perspective, adapting use of a combination of varied techniques and strategies in developing curriculum for language acquisition especially for EFL/ESL learners is highly suggested. This could be a student- centered approach with guided instruction, coupled with autonomous learning and employing activities based on real life requiring them actual use of the language. To add, assessment both self-evaluation, peer and teachers' evaluation must be an important element in the process.

5.3.2.2. Moreover, linking real-life situations for experiential learning with the lessons is also highly recommended. The author opines that this will provide a meaningful experience among students as observed in the study. Thus, this would mean that adjustment on the part of the design should open to teacher-made activities encouraging creativity and innovation based on relevance to the students' aims and goals as they are motivated in learning the language. These activities could be made as templates of choices from which both the teachers and students have the freedom to explore and modify based on their preferences.

5.4. Concluding Remarks

This study as instigated by the need to improve the speaking skills of EFL/ESL learners in Thailand has delved deeper into motivating factors and learning strategies in

order to achieve a level of satisfaction in learning, especially during the pandemic times when technology use was maximized at the most. Thus, results show that use of self-made videos together with Facebook group as a platform prove to motivate students and resulted in their satisfaction. As this study would further recommend, exploration and maximizing use of technology and various teaching strategies are highly encouraged among language instructors. In doing so, both teaching and teachers would also adapt into the change of the times, meeting the very needs of language learners in this highly developed and fast-changing learning environment. A teacher's exposure, knowledge and expertise in utilizing what are available around him is much of an importance for consideration. To end, the researcher steadfastly believes that the end of instruction is not only developing the speaking skills but also cultivating creativity, instilling independence, awakening competitiveness, encouraging collaboration, improving confidence, and wholistically developing speakers of the English language. All these encompass motivating learners with the goal of attaining both in teaching for teachers, and most importantly, satisfaction among learners.

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APPENDICES

APPENDIX A

TASKS FOR SELF-MADE VIDEOS

TASKS FOR SELF-MADE VIDEOS

UNIT	SPEAKING TASKS FOR EIGHT SELF-MADE VIDEOS (8-10 minutes)
1 FAMILY and FRIENDS Where are you from? I'm tall and thin. Alice is more serious.	Talk about your Family and Friends 1. Choose a picture of your family that you love. 2. In a group of 5 members, have a group sharing for 8—10 minutes describing your family. 3. Begin with introduction of yourselves. 4. Describe each member of your family by how they look (physical/body) and how they are like (personality). 5. End with one or two students closing the talk. 6. Use the vocabulary and the language boosters learned from the unit. 7. Prepare your script as one group. Submit files to the Assignment Section in MS Team IGE004 Class.
2 RESTAURANTS I've never had Thai food. First grill the bread. The service is great.	Talk about Food and Restaurants 1. In groups of 5 members, choose any 1 of the following options to perform for Unit 2: A. Present how to prepare a sandwich and a drink like lemonade or punch. Present your own ingredients and utensils. (2-3 students will present the sandwich; another 2 will present the drinks.) B. Present a role play of a restaurant scene. Refer to Speak with Confidence on page 19. 2. Write your CHOICE (A or B) and prepare your script as one group. Submit files to the Assignment Section in MS Team IGE004 Class. 3. Use the vocabulary and the language boosters learned from the unit.

	4. Prepare your script as one group. Submit files to the Assignment Section in MS Team IGE004 Class.
3 **HEALTH** **I have a sore throat.** **What should I do?** **I'd love to try that!**	**Talk about Health** 1. In groups of 5 members, choose any 1 of the following options to perform for Unit 3: **Option A Medical Check up** 1 Doctor 4 Patients Doctor will check patient 1 by 1. Patient will *describe health problem.* Doctor will *give suggestions for health.* **Option B: Talk Show/Vlog (8 to 10 mins.)** 1 host 2 Speakers on topics on **healthy lifestyle** 2 from the audience will ask questions In between segments, have 2 activities done like yoga, zumba or tai chi. 2. Use the vocabulary and the language boosters learned from the unit. 3. Prepare your script as one group. Submit files to the Assignment Section in MS Team IGE004 Class.
4 **JOBS** **I can write pretty well.** **I'd have to have...** **I travel for free.**	**Talk about Careers** 1. Remember Listening Activity last Wednesday about a model, a concierge and an architect? That was a career orientation. 2. You do the same for 8-10 minutes with the following: 3. 1 Emcee • Will introduce the topic and the speakers • Will ask audience for questions

	2 speakers (preferably use your own professions like flight attendant, translator or interpreter, etc.) • Will talk about each profession • Answer audience's questions • describe abilities, express necessities and lack of necessities 2 Audience - will ask questions about the job 4. Use the vocabulary and the language boosters learned from the unit. 5. Prepare your script as one group. Submit files to the Assignment Section in MS Team IGE004 Class.
5 **FREE TIME** **That sounds fun!** **I'd love to go.** **I'm sorry, but I can't!**	**Talk about Free Time Activities** 1. You continue to get know each other. You are having a little chat in your group. Have someone, a leader that will open the sharing by saying: "Today we will share about our free time activities since weekend is coming up!" 2. Everyone shares and shows interest in others' activities. 3. Then 1 person will invite everybody to his/her weekend activity. 4. Some students will say they are going. 5. Others will decline and say NO and give excuse. 6. Use the vocabulary and the language boosters learned from the unit. 7. Prepare your script as one group. Submit files to the Assignment Section in MS Team IGE004 Class.
6 **TRAVEL** **Did you go alone?**	**Talk about Travel** 1. Plan a group TOUR this semester break for the group vacation: Where?, What to do there?, How to go there?, How much will each one need?

Which do you prefer? **You must get a visa.**	<u>What are prohibitions, obligations and things you need to pack up?</u> Everyone must TALK in the planning. 2. Include in your script the following language functions: • Asking double questions and describing past events; prohibitions and obligations • Asking and describing about preferences • Asking and describing about prices and schedules 3. Use the vocabulary and the language boosters learned from the unit. 4. Prepare your script as one group. Submit files to the Assignment Section in MS Team IGE004 Class.
7 **STYLE and FASHION** **I usually wear....** **What do you think?** **Can you do me a favor?**	**Talk about style and fashion** 1. Dress up with your favorite fashion styles/dresses/clothes. Then tell why you like the style. You can also share your wardrobe. 2. Then, show a photo of your favorite fashion trend (clothing or accessories) and describe and ask for ideas. 3. Use the vocabulary and the language boosters learned from the unit. 4. Prepare your script as one group. Submit files to the Assignment Section in MS Team IGE004 Class.
8 **OPINIONS** **I think it's fun!** **I feel the same way.** **What would you do?**	**Talk about What You think** Group Discussion: OPINION 1. Each group can choose any topic relevant in Thailand today. Then conduct a group discussion.

	2. Sample Topic: “When is it ok not to be ok and when it is not ok to be not ok?” (related to present pandemic) 3. Use the vocabulary and the language boosters learned from the unit: Each one should be able to ask and give opinion. Each one should be able to agree or disagree depending on your stand. Each one should be able ask about and discuss imaginary situation. Each one should be able to describe a series of events. 4. Prepare your script as one group. Submit files to the Assignment Section in MS Team IGE004 Class.
Final Speaking Test	**8 Units**

APPENDIX B

PREPARATION TASKS

PREPARATION TASKS

Huachiew Chalermprakiet University

Department of English, Faculty of

Liberal Arts English-Chinese

International Program

IGE004 Extra Course in English - Speak Now – Communicate with Confidence 2 Presentation Checklist and Evaluation

Name:_____ Student Number :_____

Part 1 Preparations Needed for the Unit Presentationion

Instructions: Read the preparations needed for the eight (8) presentations. Put a check mark ( ) on the things you have done and put an (x) on the things you have not done. Answer honestly. Your answers will be counter-checked by your speaking performance.

Items to Check for every Presentation	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**	**Ave**
1. Did I write my own script?									
2. Did I use application like Grammarly or ask friends and teachers to help me with my grammar?									
3. Did I follow some recommendations my teacher gave as a feedback on the script we submitted, if there are any?									
3. Did I practice saying my lines a couple of times before I joined with my group?									

4. Had I recorded myself as a practice before I joined my group for video recording?									
5. Did my group practice many times before we posted our videos?									
6. Did I check my pronunciation using online dictionary or you Tube?									
7. Did you use the vocabulary and language boosters about describing family and friends?									

มหาวิทยาลัยหัวเฉียวเฉลิมพระเกียรติ HUACHIEW CHALERMPRAKIET UNIVERSITY 華僑崇聖大學

Part 2: Functional English

Instructions: 1. Do a self-assessment of the following speech functions learned from the 8 units. Write in each box the letter the following as deemed fit:

A. Very well **B**. I need more practice

2. Then provide the information required in the last two boxes.

Unit	**Lesson 1**		**Lesson 2**		**Lesson 3**		**Comment on the things that you like in your presentation**	**List down the things you need to improve.**
Unit 1	I can start a conversation.	I can end a conversation	I can ask about appearance.	I can describe appearance.	I can ask about personalities.	I can describe personalities		
Unit 2	I can ask about experience.	I can describe experiences.	I can give a set of instructions.	I can follow instructions.	I can describe a restaurant.			
Unit 3	I can describe a	I can make a	I can ask for advice.	I can give advice.	I can express	I can give		

	health problem.	suggestion.			wants and intentions.	reasons.		
Unit 4	I can describe abilities.	I can make recommendations.	I can express necessity.	I can express lack of necessity.	I can describe pros.	I can describe cons.		
Unit 5	I can talk about free-time activities.	I can show interest.	I can invite someone to do something.	I can respond to an invitation.	I can decline an invitation.	I can give excuse.		
Unit 6	I can ask double questions.	I can describe past events.	I can ask about preferences.	I can describe preferences.	I can express prohibition.	I can express obligation.		
Unit 7	I can ask about general behaviour.	I can describe general behaviour.	I can ask for ideas.	I can offer ideas.	I can make requests.	I can agree to requests.		

Part 3: Evaluation of the Four Areas of Speaking

Instructions: Rate yourself after each video presentation on the S-column of each unit. Then add in the evaluation of your teacher on the T-column. Rating is 1-4. Passing is 2.

Rating	**Unit 1**		**Unit 2**		**Unit 3**		**Unit 4**		**Unit 5**		**Unit 6**		**Unit 7**		**Unit 8**		**Self-Rating Average**	**Teacher's Rating Average**
S- Student **T**- Teacher	S	T	S	T	S	T	S	T	S	T	S	T	S	T	S	T		
Pronunciation and Intonation																		
Grammatical Accuracy																		
Lexical Control																		
Fluency																		
Unit Average																		

APPENDIX C

SURVEY QUESTIONNAIRE for STUDENTS

SURVEY QUESTIONNAIRE for STUDENTS

Motivation and Satisfaction on the Speaking Skills of International Students Using Self-Made Videos and Facebook Group

Part I: Personal Information

Name:_____Age:___Student Number:___Major/s_____

High School:_____Public:_____Private: What majors did you take in your pre-university years? _____

Part II. Questionnaire:

A	Motivation: For each of the following statements, please indicate how much you agree or disagree. Check your response.	Strongly disagree	Dis-agree	Neither Agree nor Disagree	Agree	Strongly Agree
1.	**Motivation on How to Improve Speaking: Preparations for Speaking Assignments through Video Group Presentation**					
1.1.	I am driven to write my own script and check my grammar through Grammarly or any online application or with the help of a teacher or classmate because I become prepared.					
1.2.	I am persuaded to remember and use the speaking functions and the language boosters learned from all lessons so I can speak well.					
1.3.	I am prompted to use most of the vocabulary words in each lesson so I can speak fluently in the self-made video.					
1.4.	I am prompted to check the pronunciation of words through the online dictionary, You Tube and other online sources to check my					

	pronunciation and intonation so I can speak properly in the video.					
1.5.	I am inclined to know the corrections and suggestions of the teacher on the group scripts submitted so that we will know what to improve grammatically before recording our self-made videos.					
1.6	I am happy to acquire study habits in improving my speaking skills as they prepare me as a student and a professional someday.					
1.7	I am motivated to apply the skills I learned in real life situations like learning in class, talking to native speakers and preparing for my future career.					
1.8	I am inspired to know that all the preparations can improve my pronunciation and intonation, lexical control (vocabulary use), grammatical accuracy and fluency as I speak in our videos.					
1.9	I am confident that can the different learning strategies are integrated in me as an ESL learner and a future professional English speaker.					
1.10	I am impelled to make these preparation practices my habit in my future speaking activities so I can become an excellent speaker of English and land a good job someday.					
2.	Motivation on How to Improve Speaking:	Strongly disagree	Dis-agree	Neither Agree	Agree	Strongly Agree

	Using Self-Made Video Post on Facebook Group as a Presentation					
				nor Disagree		
2.1.	I am excited to post our self-made on Facebook Group IGE004.					
2.2.	I am persuaded that recording myself first before I practice with my group is highly important to speak well in the videos.					
2.3.	I am comfortable speaking with a group in the videos since I prepared well.					
2.4.	Facebook group as a social medium encourages us to speak well just like how we do in the actual classroom presentations and any presentations for work in the future.					
2.5.	The feedback reactions and comments given to the video posts encourage me to know if we are doing things right.					
2.6.	I love the freedom the self-made videos provide in choosing my language, situation and delivery in order to improve as future professional in English language.					
2.7	these self-made videos inspired me to learn different language functions needed for my future language engagement, personally and professionally.					

2.8	I like using Facebook group as a communication platform for any personal or professional activities in English.					
2.9.	I am happy that the self-made videos developed my self-confidence to engage in future conversations as an ESL learner.					
2.10	Using the self-made videos and Facebook group activated my English learning skills specially in speaking, thus giving more confidence as I continue using the strategies acquired.					
B	Satisfaction: After all your preparations and practices, how satisfied or dissatisfied are you in terms of your speaking skills? Check your responses.	Very Dissatisfied/Strongly disagree	Dissatis-fied/ Dis-agree	Neutral/ Neither Agree nor Disagree	Satisfied/ Agree	Very Satisfied / Strongly Agree
1	**Pronunciation and Intonation**					
1.1.	I can pronounce well most of the vocabulary words learned from all lessons in each unit.					
1.2	I can follow the pronunciation of the native speakers in the audio and my teacher during the speech and pronunciation drills.					
1.3	I can follow the intonation of the native speakers and my teacher during the listening and repetition drills.					
1.4	I know my problem words and sounds when it comes to pronunciation and intonation since my teacher's feedback					

	informs me.					
1.5	I am confident checking the pronunciation of the problem words through either you tube, online dictionary and/or advice from a senior or a teacher.					
1.6	I am glad to know how IPA (International Phonetic Alphabet) transcription or the audio button help as I check an online dictionary.					
1.7	I am delighted to know that mouth positioning using the articulators is very important in producing the right sound in pronunciation.					
1.8	I am happy to be aware of the importance of stress in pronunciation in order to say the right meaning.					
1.9	I confidently know that intonation is a way of saying the meaning or message so I follow word and stress intonation properly.					
1.10	I am well aware of connected speeches like “Wanna go.” or “You’d like it.” and train my listening and speaking skills into acquiring it.					
2	**Grammatical accuracy**					
2.1	I am confident using online application (Grammarly or other grammar applications) or asking my teacher so that I will know my mistakes and thus speak correctly.					

2.2	I am well pleased using the language boosters learned from all lessons in each unit.					
2.3	I am learning a lot from the feedback of the online editor or my teacher when I submit my script.					
2.4	I am pleased to improve upon knowing and understanding my errors after I did my videos when I assess myself.					
2.5	I am willing and happy to address or correct my mistakes and learn from them.					
2.6	I am glad to know the difference between my level of using sentences and the expected structures in language boosters.					
2.7	I am gratified using the language boosters suggested in another situation or topics by just changing some content words to fit into my sphere of experience.					
2.8	I am happy to know that there are simple sentences I can write and complex sentences, with which I need the help of my teacher or any grammar applications.					
2.9	I am well aware that errors in my sentences may result in miscommunication in language so I try to speak correctly.					

2.10	I am glad to get acquainted with the various techniques on how to improve my sentences to help me speak accurately.					
3	**Lexical accuracy (Vocabulary use)**					
3.1	When I write my script, I am glad I can to use the right words in the vocabulary learned in each unit.					
3.2	When I speak, I am happy that I can use most of the vocabulary words learned in each unit. (about 30-40 words)					
3.3	I am delighted when I can use synonyms when I forget words when I speak because I understand what I have to say.					
3.4	I am happy to identify the wrong words I used when I speak and I try to improve in the next presentation.					
3.5	I gladly learn from the feedback of my teacher on my vocabulary use.					
3.6	I am happy knowing how to check other online sources for vocabulary like You tube videos when I need to learn more words on each unit. (aside from the links the teacher provided)					
3.7	It is a delight to know not only the meaning but also how to say the words correctly through drills and exercises in class.					

3.8	I am happy to learn more when I check the dictionary as to the meaning of any unfamiliar words I encounter.					
3.9	I am happy to learn more when I check the dictionary as to the pronunciation of any unfamiliar words I encounter.					
3.10	I am pleased to make all these strategies a habit to know more words in order to improve my fluency and accuracy.					
4	**Fluency**					
4.1	I am satisfied using most of the vocabulary words learned in each unit without pause or hesitation or using fillers.					
4.2	I am glad to read fluently the sample scripts in the book because I did the speech drills.					
4.3	I am glad to speak fluently in all given situations because I prepared well and did all the tasks assigned.					
4.4	I am grateful that I can easily rephrase my ideas when I forget my lines because I understand what I need to say.					
4.5	I am happy that I do not use fillers like “Alai na ka?”, “hmmm”, “you know” etc. when I forget my lines, Instead I use “ad libs”.					
4.6	I am satisfied using most of the vocabulary words making me speak fluently.					

4.7	I am glad to know how fast or slow I speak depending on the use of vocabulary words and sentence structures.					
4.8	I am pleased to know I can speak with ease and right expression of ideas to mean what I say and I say what I mean.					
4.9	I am glad I can easily correct myself when I commit mistakes while speaking.					
4.10	I am satisfied with my speaking skills in the Final Speaking test. I was able to fluently answer most of the questions.					

การใช้วิดีโอที่สร้างขึ้นเองและกลม Facebookเพื่อส่งเสริมแรงจูงใจในความพึงพอใจในทักษะการพูด ของนักศึกษาหลักสูตรนานาชาติ

ส่วนที่ 1: ข้อมูลส่วนบุคคล: กรณาให้ข้อมูลในละส่วนแบบสอบถาม

ชื่อ: _____อายุ: ___ปี รหัสนักศึกษา:

_____ วิชาเอก____

โรงเรียนมัธยมศึกษาตอนปลาย: _____ รัฐบาล: _____ เอกชน:

_____ วิชาเอกที่เรียนในช่วงก่อนเข้ามหาวิทยาลัย __

ส่วนที่ 2 แบบสอบถาม:

A	**แรงจูงใจ: สำหรับแต่ละข้อความต่อไปนี้ โปรดระบว่าคุณเห็นด้วยหรือไม่เห็นด้วยมากน้อยเพียงใ ด**	**ไม่เห็นด้วยอย่างยิ่ง**	**ไม่เห็นด้วย**	**เห็นด้วยปานกลาง**	**เห็นด้วย**	**เห็นด้วยอย่างยิ่ง**
1.	**Motivation on How to Improve Speaking: Preparations for Speaking Assignments through Video Group Presentation** **แรงจูงใจในการปรับปรุงการพูด:การเตรียมการสำหรับงานพูดที่ได้รับมอบหมายผ่านการนำเสนอทางวิดีโอกลุ่ม**					
1.1.	I am driven to write my own script and check my grammar through Grammarly or any online application or with the help of a teacher or classmate because I become prepared. ฉันมีแรงผลักดันในการเขียนสคริปต์ของตัวเองและตรวจส อบไวยากรณ์ของฉันผ่าน Grammarly รือแอปพลิเคชันออนไลน์อื่นๆ รือด้วยความช่วยเลือจากอาจารย์รือเพื่อนร่วมชั้นเพื่อ ใตนเองเตรียมพร้อม					

1.2.	I am persuaded to remember and use thespeaking functions and the language boosters learned from all lessons so I can speak well. ฉันได้รับการกระตุ้นใจดจำและใช้ฟังกชั่นการพูดและตัว ส่งเสริมภาษาที่เรียนรู้จากทุกบทเรียนเพื่อใ ฉันสามารถพู ดได้ดี					
1.3.	I am prompted to use most of the vocabularywords in each lesson so I can speak fluently in the self-made video.					
	ฉันได้รับการกระตุ้นใใช้คำศัพท์ส่วนใญ่ในแต่ละบทเรียนเพื่อที่ฉันจะได้พูดได้อย่างคล่องแคล่วในทำวิดีโอ					
1.4.	I am prompted to check the pronunciation of words through the online dictionary, You Tube and other online sources to check my pronunciation and intonation so I can speak properly in the video. ฉันได้รับการกระตุ้นใใตรวจสอบการออกเสียงของคำต่างๆผ่านพจนานุกรมออนไลน์ You tubeและแล่งข้อมูลออนไลน์อื่นๆ เพื่อตรวจสอบการออกเสียงและทำนองเสียงของฉันเพื่อใฉันสามารถพูดได้อย่างถูกต้องในวิดีโอ					
1.5.	I am inclined to know the corrections and suggestions of the teacher on the group scripts submitted so that we will know what to improve grammatically before recording our self-made videos. ฉันอยากทราบการแก้ไขและข้อเสนอแนะของอาจารย์เกี่ย วกับสคริปต์กลุ่มที่ส่ง					

	เพื่อจะได้รู้ว่าฉันต้องปรับปรุงตามลักไวยากรณ์อะไรบ้างก่อนที่จะบันทึกวิดีโอของเรา					
1.6	I am happy to acquire study habits in improving my speaking skills as they prepare me as a student and a professional someday. ฉันมีความสุขที่จะได้รับการพัฒนาทักษะการพูดเนื่องจากการพัฒนาแบบนี้จะช่วยให้ฉันเตรียมตัวในฐานะที่เป็นนักศึกษาและเป็นมืออาชีพได้					
1.7	I am motivated to apply the skills I learned in real life situations like learning in class, talking to native speakers and preparing for my future career. ฉันมีแรงจูงใจที่จะใช้ทักษะที่ได้เรียนรู้ในสถานการณ์จริง เช่น การเรียนในชั้นเรียน พูดคุยกับเจ้าของภาษาและเตรียมตัวสำรับอาชีพในอนาคต					
1.8	I am inspired to know that all the preparations can improve my pronunciation and intonation, lexical control (vocabulary use), grammatical accuracy and fluency as I speak in our videos. ฉันมีแรงบันดาลใจที่ได้รู้ว่าการเตรียมการทั้งมดสามารถปรับปรุงการออกเสียงและทำนองเสียง ใช้คำศัพท์ และไวยากรณ์อย่างถูกต้อง และคล่องแคล่วในขณะที่ฉันพูดในวิดีโอ					
1.9	I am confident that the different learning strategies are integrated in me as an ESL learner and a future professional English speaker. ฉันมั่นใจว่าฉันได้บูรณาการวธิี การเรียนรู้ที่ลากลาย					

	ในฐานะที่เป็นผู้เรียนภาษาอังกฤษเป็นภาษาที่สอง (ESL) และเป็นผู้พูดภาษาอังกฤษมืออาชีพในอนาคตได้					
1.10	I am impelled to make these preparation practices my habit in my future speaking activities so I can become an excellent speaker of English and land a good job someday. ฉันได้รับการผลักดันว่าจะมีการเตรียมการใฝึกทักษะต่าง ๆ ในกิจกรรมการพูดในอนาคตของฉัน เพื่อที่ฉันจะได้เป็นผู้พูดภาษาอังกฤษที่ยอดเยี่ยมและได้งา นที่ดีในสักวัน					
2.	Motivation on How to Improve Speaking: Using Self-made Video Post on Facebook Group as a Presentation แรงจูงใจในการปรับปรุงการพูด: การใช้วิดีโอโพสต์ที่สร้างขึ้นเองบนกลุ่ม Facebook สำรับการนำเสนอกลุ่ม	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	เห็นด้วยปานกลาง	เห็นด้วย	เห็นด้วยอย่างยิ่ง
2.1.	I am excited to post our self-made on Facebook Group IGE004. ฉันตื่นเต้นที่จะโพสต์งานที่เราสร้างขึ้นเองบน Facebook Group IGE004					
2.2.	I am persuaded that recording myself first before I practice with my group is highly important to speak well in the videos. ฉันเชื่อว่าการบันทึกตัวเองก่อนที่จะฝึกกบกลุ่มเป็นสิ่งสำคั ญอย่างยิ่งที่จะช่วยใฉันพูดในวิดีโอได้อย่างดี					
2.3.	I am comfortable speaking with a group in the					

	videos since I prepared well. ฉันสบายใจที่จะพูดคุยกับกลุ่มในวิดีโอเพราะฉันเตรียมตัว มาอย่า งดี					
2.4.	Facebook group as a social medium encourages me to speak well just like how we do in the actual classroom presentations and any					
	presentations for work in the future. กลุ่มFacebookที่เป็นสื่อทางสังคมสนับสนุนใ้ฉันพูดได้ดีเมือนกับที่เรา ทำการนำเสนอในชั้นเรียนจริงและการนำเสนออื่นๆในการ ทำงานในอนาคต					
2.5.	The feedback reactions and comments given to the video posts encourage me to know if we are doing things right. ปฏิกิริยาใน Facebook และการแสดงความคิดเ็นต่างๆ ที่มีต่อการโพสต์วิดีโอ กระตุ้นใ้ฉันทราบว่าเรากำลังทำสิ่งที่ถูกต้องรือไม่					
2.6.	I love the freedom the self-made videos provide in choosing my language, situation and delivery. ฉันชอบอิสระที่วิดีโอที่สร้างขึ้นเองมีใ้ในการเลือกภาษา สถานการณ์ และการนำเสนอของฉัน					
2.7	these self-made videos inspired me to learn different language functions needed for my future language engagement, personally and professionally. วิดีโอที่สร้างขึ้นเองเล่านี้เป็นแรงบันดาลใจใ้ฉันเรียนรู้ฟั งก์ชันภาษาต่างๆ ที่จำเป็นสำรับการมีส่วนร่วมทางภาษาในอน					

	าคตของฉัน ทั้งเป็นการส่วนตัวและในอาชีพ					
2.8	I like using Facebook group as a communication platform for any personal or professional activities in English. ฉันชอบใช้กลุ่ม Facebook เป็นแพลตฟอร์มการสื่อสารสำรับกิจกรรมส่วนตัวรืออา ชีพใด ๆ เป็นภาษาอังกฤษ					
2.9.	I am happy that the self-made videos developed my self-confidence to engage in future conversations as an ESL learner. ฉันมีความสุขที่วิดีโอที่สร้างขึ้นเองได้พัฒนาความมั่นใจใน ตนเองเพื่อมีส่วนร่วมในการสนทนาในอนาคตในฐานะผู้เรี ยน ESL					
2.10	Using the self-made videos and Facebook group activated my English learning skills specially in speaking, thus giving more confidence as I continue using the strategies acquired. การใช้วิดีโอที่สร้างเองและกลุ่ม Facebook ได้ช่วยกระตุ้นทักษะการเรียนรู้ภาษาอังกฤษของฉันเป็นพิเ ศษในการพูด ซึ่งทำไมีความมั่นใจมากขึ้นในขณะที่ฉันใช้กลยุทธ์ที่ได้มา ต่อไป					
B	Satisfaction: After all your preparations and practices, how satisfied or dissatisfied are you in terms of your speaking skills? Check your responses. ความพึงพอใจ: ลังจากการเตรียมการและการฝึกฝนแล้ว คุณพอใจทักษะการพูดของคุณเองมากน้อยแ	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	เห็นด้วยปานก ลาง	เห็นด้วย	เห็นด้วยอย่ างยิ่ง

	ค์ไน?					
1	**Pronunciation and Intonation การออกเสียงและทำนองเสียง**					
1.1.	I can pronounce well most of the vocabulary words learned from all lessons in each unit. ฉันสามารถออกเสียงคำศัพท์ส่วนใญ่ที่เรียนรู้จากทุกบทเ รียนได้อย่างดี					
1.2	I can follow the pronunciation of the native speakers in the audio and my teacher during the speech and pronunciation drills. ฉันสามารถออกเสียงตามเจ้าของภาษาและอาจารย์ในระว่างการฝึกพูดและฝึกการออกเสียงได้					
1.3	I can follow the intonation of the native speakers and my teacher during the listening and repetition drills. ฉันสามารถออกเสียงตามทำนองเสียงของเจ้าของภาษาและอาจารย์ในระว่างการฝึกฟังและฝึกซ้ำๆ ได้					
1.4	I know my problem words and sounds when it comes to pronunciation and intonation since my teacher's feedback informs me. เมื่อพูดถึงการออกเสียงและทำนองเสียง ฉันรู้ว่าฉันมีปญาเกี่ยวกับคำศัพท์และเสียงอะไรบ้าง โดยรู้จาก feedback ของอาจารย์					
1.5	I am confident checking the pronunciation of the problem words through either You Tube, online dictionary and/or advice from a senior or a teacher. ฉันมั่นใจที่จะตรวจสอบการออกเสยี					

	งคำที่เป็นปัญาผ่าน ทั้ง You Tube, พจนานุกรมออนไลน์ และ/รือคำแนะนำจากรุ่นพี่รืออาจารย์					
1.6	I am glad to know how IPA (International Phonetic Alphabet) transcription or the audio button help as I check an online dictionary. ฉันดีใจที่ได้รู้วิธีการอ่านออกเสียง จากการถอดเสียง IPA (สัทอักษรสากล) รือกดฟังเสียงในพจนานุกรมออนไลน์ ช่วยใฝึกการออกเสียงได้					
1.7	I am delighted to know that mouth positioning using the articulators is very important in producing the right sound in pronunciation. ฉันดีใจที่รู้ว่าการวางตำแน่งฐาน กรณ์ ในปากเป็นสิ่งสำคัญมากในการออกเสยี งที่ถูกต้อง					
1.8	I am happy to be aware of the importance of stress in pronunciation in order to say the right meaning. ฉันมีความสุขที่ได้ตระนักถึงความสำคญของ การเน้นเสีย งพยางค์นัก-เบา ในการออกเสียงเพื่อที่จะพูดสื่อความมายที่ถู กต้อง					
1.9	I confidently know that intonation is a way of saying the meaning or message so I follow word and stress intonation properly. ฉันมั่นใจว่าทำนองเสียงสูงต่ำเป็นวิธีนึ่งในกา รบอกความมายรือข้อความ ฉันจึงพยายามออกเสียงคำและเน้นเสียงสูงต่ ำอย่างเมาะ สม					
1.10	I am well aware of connected speeches like “Wanna go.” or “You’d like it.” and train my listening and					

	speaking skills into acquiring it. ฉันเข้าใจถึงการพูดคำที่เชื่อมคำกัน เช่น "wanna" รือ “You’d like it” และช่วยฝึกทักษะการฟังและการพูดของฉันเพื่อเรียนรู้ได้ มากขึ้น					
2	Grammatical accuracy ความถูกต้องทางไวยากรณ์	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	เห็นด้วยปานกลาง	เห็นด้วย	เห็นด้วยอย่างยิ่ง
2.1	I am confident using online application (Grammarly or other grammar applications) or asking my teacher so that I will know my mistakes and thus speak correctly.					
	ฉันรู้สึกมั่นใจในใช้แอปพลิเคชันออนไลน์ (Grammarlyรือแอปพลิเคชันไวยากรณ์อื่นๆ)รือถามอาจารย์เพื่อที่ฉันจะได้รู้ข้อผิดพลาดของฉันเพื่อให้พูดได้อย่างถูกต้อง					
2.2	I am well pleased using the language boosters learned from all lessons in each unit. ฉันรู้สึกยินดีเป็นอย่างยิ่งที่ได้ใช้โปรแกรมตัวช่วยทางภาษาที่เรียนรู้จากบทเรียนทั้งมด					
2.3	I am learning a lot from the feedback of the online editor or my teacher when I submit my script. ฉันเรียนรู้มากมายจากคำติชมของบรรณาธิการออนไลน์ รืออาจารย์เมื่อฉันส่งสคริปต์					
2.4	I am pleased to improve upon knowing and understanding my errors after I did my videos when I assess myself. ฉันยินดีที่จะปรับปรุงเมื่อรู้และเข้าใจข้อผิดพลาดของฉันลังจากที่ฉันทำวิดีโอและประเมินตัวเอง					

2.5	I am willing and happy to address or correct my mistakes and learn from them. ฉันเต็มใจและยินดีที่จะแก้ไขข้อผิดพลาดและเรียนรู้จากข้ อผิดพลาดเ👉ล่านั้น					
2.6	I glad to know the difference between my level of using sentences and the expected structures in language boosters. ฉันดีใจที่ทราบความแตกต่างระว่างระดับการใช้ประโยคของฉันและโครงสร้างในโปรแกรมตัวช่วยทางภาษา					
2.7	I am gratified using the language boosters suggested in another situation or topics by just changing some content words to fit into my sphere of experience. ฉันพอใจกบการใช้โปรแกรมตัวช่วยทางภาษาที่แนะนำตา มสถานการณ์รืออัวข้ออื่น โดยเพียงแค่เปลี่ยนคำในเนื้อาบางคำใเข้ากับขอบเขตป ระสบการณ์ของฉัน					
2.8	I am happy to know that there are simple sentences I can write and complex sentences, with which I need the help of my teacher or any grammar applications. ฉันดีใจที่รู้ว่ามีประโยคง่ายๆ ที่ฉันสามารถเขียนได้และประโยคที่ซับซ้อน					
	ซึ่งฉันต้องการความช่วยเลือจากอาจารย์ของฉันรือแอป พลิเคชันไวยากรณ์อื่นๆ					
2.9	I am well aware that errors in my sentences may result in miscommunication in language so I try to speak correctly.					

	ฉันทราบดีว่าข้อผิดพลาดในประโยคของฉันอาจส่งผลให้เกิดการสื่อสารที่ผิดพลาดในภาษาได้ ดังนั้นฉันจึงพยายามพูดให้ถูก ต้อง					
2.10	I am glad to get acquainted with the various techniques on how to improve my sentences to help me speak accurately. ฉันดีใจที่ได้ทำความคุ้นเคยกับเทคนิคต่างๆในการปรับปรุงประโยคเพื่อช่วยให้ฉันพดได้อย่างถูกต้อง					
3	**Lexical Control (Vocabulary use) ความถูกต้องของคำศัพท์ (การใช้คำศัพท์)**					
3.1	When I write my script, I am glad I can use the right words in the vocabulary learned in each unit. เมื่อฉันเขียนสคริปต์ ฉันดีใจที่สามารถใช้คำศัพท์ที่ถูกต้องตามที่เรียนรู้ในแต่ละ บทเรียน					
3.2	When I speak, I am happy that I can use most of the vocabulary words learned in each unit. (about 30-40 words) เมื่อฉันพูดฉันมีความสุขที่ได้ใช้คำศัพท์ส่วนใญ่ที่เรียนมาในแต่ละบ ทเรียน (ประมาณ 30-40 คำ)					
3.3	I am delighted when I can use synonyms when I forget words when I speak because I understand what I have to say. ฉันดีใจที่สามารถใช้คำพ้องความมายเมื่อฉันลืมคำที่จะพู ดในขณะพูด เพราะแสดงว่าฉันเข้าใจสิ่งที่ต้องการพูด					
3.4	I am happy to identify the wrong words I used when I speak and I try to improve in the next presentation.					

	ฉันยินดีที่จะรู้คำที่ฉันใช้ผิดเมื่อพูด และจะพยายามปรับปรุงในการนำเสนอครั้งต่อไป					
3.5	I gladly learn from the feedback of my teacher on my vocabulary use. ฉันยินดีที่จะเรียนรู้จากการวจารณ์ของอาจารย์เกี่ยวกับกา รใช้คำศัพท์ของฉัน					
3.6	I am happy knowing how to check other online sources for vocabulary like You Tube videos when I need to learn more words on each unit. (aside from the links the teacher provided) ฉันมีความสุขที่ได้รู้วิธีตรวจสอบแล่งข้อมูลออนไลน์อื่นๆ เพื่อาคำศัพท์ เช่น วิดีโอ You Tube เมื่อฉันต้องการเรียนรู้คำศัพท์เพิ่มเติมในแต่ละบทเรียน (นอกเนือจากลิงค์ที่อาจารย์ให้มา)					
3.7	It is a delight to know not only the meaning but also how to say the words correctly through drills and exercises in class. เป็นสิ่งที่น่ายินดีที่ฉันไม่เพียงแต่รู้ความมาย แต่ยังรู้ถึงวิธีพูดรีอออกเสียงคำใ้ถูกต้องผ่านการฝึกซ้อม และแบบฝึกัดในชั้นเรียนด้วย					
3.8	I am happy to learn more when I check the dictionary as to the meaning of any unfamiliar words I encounter. ฉันมีความสุขที่ได้เรียนรู้เพิ่มเติมเมื่อตรวจสอบพจนานุกรม เกี่ยวกบความมายของคำที่ไม่คุ้นเคยต่างๆ					

3.9	I am happy to learn more when I check the dictionary as to the pronunciation of any unfamiliar words I encounter. ฉันมีความสุขที่ได้เรียนรู้เพิ่มเติมเมื่อตรวจสอบพจนานุกรม เกี่ยวกบการออกเสียงคำที่ไม่คุ้นเคยต่างๆ					
3.10	I am pleased to make all these strategies a habit to know more words in order to improve my fluency and accuracy. ฉันยินดีที่จะทำให้กลยุทธ์เล่านี้กลายเป็นนิสัยในการรู้คำ ศัพท์มากขึ้น เพื่อปรับปรุงความคล่องแคล่วและความแม่นยำของฉัน					
4	**Fluency ความคล่อง**					
4.1	I am satisfied using most of the vocabulary words learned in each unit without pause or hesitation or using fillers. ฉันพอใจกบการใช้คำศัพท์ส่วนใญ่ที่เรียนรู้ในแต่ละบทเรี ยนรู้โดยไม่ยุดรือลังเล รือใช้คำเสริมรือคำสร้อยอื่นๆ มาแทรก					
4.2	I am glad to read fluently the sample scripts in the book because I did the speech drills. ฉันดีใจที่ได้อ่านตัวอย่างสคริปต์ในนังสืออย่างคล่องแคล่ วเพราะฉันได้ฝึกจากการพูด					
4.3	I am glad to speak fluently in all given situations because I prepared well and did all the tasks assigned. ฉันดีใจที่พูดได้อย่างคล่องแคล่วในทุกสถานการณ์เพราะฉัน นได้เตรียมตัวมาอย่างดีและทำงานทั้งมดที่ได้รับมอบม าย.					

4.4	I am grateful that I can easily rephrase my ideas when I forget my lines because I understand what I need to say. ฉันรู้สึกขอบคุณที่สามารถนำความคิดของฉันไปใช้ไม่ได้อย่างง่ายดายเมื่อฉันลืมประโยคที่ฉันต้องพูด ซึ่งแสดงว่าฉันเข้าใจสิ่งที่ฉันต้องการจะพูด					
4.5	I am happy that I do not use fillers like “Alai naka?”, “hmmm”, “you know” etc. when I forget my lines, Instead I use “ad libs”. ฉันมีความสุขที่ไม่ได้ใช้คำเสริม/คำสร้อย เช่น "Alai na ka?", "hmmm", "you know" เป็นต้น เมื่อฉันลืมประโยคที่จะต้องพูด โดยฉันจะใช้คำพูดของตัวเองแทน					
4.6	I am satisfied using most of the vocabulary words making me speak fluently. ฉันพอใจกบการใช้คำศัพท์ส่วนใญ่ ซึ่งทำใฉันพูดได้คล่อง					
4.7	I am glad to know how fast or slow I speak depending on the use of vocabulary words and sentence structures. ฉันดีใจที่รู้ว่าการที่ฉันจะพูดเร็วรือช้านั้นขึ้นอยู่กบการใช้คำศัพท์และโครงสร้างประโยคด้วย					
4.8	I am pleased to know I can speak with ease and right expression of ideas to mean what I say and I say what I mean. ฉันดีใจที่รู้ว่าฉันสามารถพูดได้อยา่ งง่ายดายและแสดงความคิดที่ถูกต้องตามที่ต้องการสื่อความมายข ณะที่ฉันพูด					

4.9	I am glad I can easily correct myself when I commit mistakes while speaking. ฉันดีใจที่สามารถแก้ไขตัวเองได้เมื่อเกิดการผิดพลาดในข ณะที่พูด					
4.10	I am satisfied with my speaking skills in the Final Speaking test. I was able to fluently answer most of the questions. ฉันพอใจกับทักษะการพูดในการทดสอบการพูด ฉันสามารถตอบคำถามส่วนใญ่ได้อย่างคล่องแคล่ว					

APPENDIX D

VALIDATION FORM FOR EXPERTS

VALIDATION FORM FOR EXPERTS

Evaluation Form of the Survey Questionnaire on Motivation and Satisfaction on the Speaking Skills of International Students Using Self-Made Videos and Facebook Group

(For Experts)

Instrument Rating Form

This 60-item instrument is divided into two categories:

A. Motivation with two sub-categories on Speaking Preparations, and Self-made Videos and Facebook Group

B. B- Satisfaction with four major areas of speaking skills: Pronunciation and Intonation, Lexical Control, Grammatical Accuracy and Fluency.

Instructions:

1. This evaluation form aims to check the motivation using self-made videos and Facebook group and the satisfaction level of students in terms of speaking skill (pronunciation and intonation, lexical control, grammatical accuracy and fluency).
2. The experts evaluate the Item Objective Congruence (IOC) of the survey questionnaire using the following ratings.

   +1 For the item that is in congruence with the learning objective.

   0 For the item that is uncertain to be in congruence with the learning objective.

   -1 For the item that is not in congruence with the learning objective.
3. Please review the items below and rate them by marking the appropriate column.

Thank you.

Derey Nanquil-Panes

MA. Ed with specialization in Literature

English Stream

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Motivation and Satisfaction on the Speaking Skills of International Students Using Self-Made Videos and Facebook Group

Questionnaire for English-Chinese Majors, International Program

taking IEG004 (Extra English Course)

A	Motivation	Item Objective Congruence (IOC)		
1.	**Intrinsic Motivation (1-5) and Integrative Motivation (6-10): Preparations for Speaking Assignments** **Responses: (Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; and Strongly Agree)** **How well do you agree with the following:**	+1	0	-1
1.1.	I am driven to write my own script and check my grammar through Grammarly or any online application or with the help of a teacher or classmate because I become prepared.			
1.2.	I am persuaded to remember and use the speaking functions and the language boosters learned from all lessons so I can speak well.			
1.3.	I am prompted to use most of the vocabulary words in each lesson so I can speak fluently in the self-made video.			
1.4.	I am prompted to check the pronunciation of words through the online dictionary, You Tube and other online sources to check my pronunciation and intonation so I can speak properly in the video.			

1.5.	I am inclined to know the corrections and suggestions of the teacher on the group scripts submitted so that we will know what to improve grammatically before recording our self-made videos.			
1.6	I am happy to acquire study habits in improving my speaking skills as they prepare me as a student and a professional someday.			
1.7	I am motivated to apply the skills I learned in real life situations like learning in class, talking to native speakers and preparing for my future career.			
1.8	I am inspired to know that all the preparations can improve my pronunciation and intonation, lexical control (vocabulary use), grammatical accuracy and fluency as I speak in our videos.			
1.9	I am confident that can the different learning strategies are integrated in me as an ESL learner and a future professional English speaker.			
1.10	I am impelled to make these preparation practices my habit in my future speaking activities so I can become an excellent speaker of English and land a good job someday.			
2. Extrinsic Motivation (1-5) and Instrumental Motivation (6-10): Using Self-Made Video Post on Facebook Group				
2.1.	I am excited to post our self-made on Facebook Group IGE004.			
2.2.	I am persuaded that recording myself first before I practice with my group is highly important to speak well in the videos.			
2.3.	I am comfortable speaking with a group in the videos since I prepared well.			

2.4.	Facebook group as a social medium encourages us to speak well just like how we do in the actual classroom presentations and any presentations for work in the future.			
2.5.	The feedback reactions and comments given to the video posts encourage me to know if we are doing things right.			
2.6.	I love the freedom the self-made videos provide in choosing my language, situation and delivery.			
2.7	These self-made videos inspired me to learn different language functions needed for my future language engagement, personally and professionally.			
2.8	I LIKE USING FACEBOOK GROUP AS A COMMUNICATION PLATFORM FOR ANY PERSONAL OR PROFESSIONAL ACTIVITIES IN ENGLISH.			
2.9.	I AM HAPPY THAT THE SELF-MADE VIDEOS DEVELOPED MY SELF-CONFIDENCE TO ENGAGE IN FUTURE CONVERSATIONS AS AN ESL LEARNER.			
2.10	USING THE SELF-MADE VIDEOS AND FACEBOOK GROUP ACTIVATED MY ENGLISH LEARNING SKILLS SPECIALLY IN SPEAKING, THUS GIVING MORE CONFIDENCE AS I CONTINUE USING THE STRATEGIES ACQUIRED.			
B. <u>Satisfaction:</u> Four Major Areas in Speaking Skills (Responses: Very Dissatisfied; Dissatisfied; Neutral; Satisfied; Very Satisfied) How satisfactory do you find the following:				
1. Pronunciation and Intonation				
1.1.	I can pronounce well most of the vocabulary words learned from all lessons in each unit.			
1.2	I can follow the pronunciation of the native speakers in the audio and my teacher during the speech and pronunciation drills.			

1.3	I can follow the intonation of the native speakers and my teacher during the listening and repetition drills.			
1.4	I know my problem words and sounds when it comes to pronunciation and intonation since my teacher's feedback informs me.			
1.5	I am confident checking the pronunciation of the problem words through either you tube, online dictionary and/or advice from a senior or a teacher.			
1.6	I am glad to know how IPA (International Phonetic Alphabet) transcription or the audio button help as I check an online dictionary.			
1.7	I am delighted to know that mouth positioning using the articulators is very important in producing the right sound in pronunciation.			
1.8	I am happy to be aware of the importance of stress in pronunciation in order to say the right meaning.			
1.9	I confidently know that intonation is a way of saying the meaning or message so I follow word and stress intonation properly.			
1.10	I am well aware of connected speeches like "Wanna go." or "You'd like it." and train my listening and speaking skills into acquiring it.			
2. Grammatical accuracy				
2.1	I am confident using online application (Grammarly or other grammar applications) or asking my teacher so that I will know my mistakes and thus speak correctly.			
2.2	I am well pleased using the language boosters learned from all lessons in each unit.			
2.3	I am learning a lot from the feedback of the online editor or my teacher when I submit my script.			

2.4	I am pleased to improve upon knowing and understanding my errors after I did my videos when I assess myself.			
2.5	I am willing and happy to address or correct my mistakes and learn from them.			
2.6	I glad to know the difference between my level of using sentences and the expected structures in language boosters.			
2.7	I am gratified using the language boosters suggested in another situation or topics by just changing some content words to fit into my sphere of experience.			
2.8	I am happy to know that there are simple sentences I can write and complex sentences, with which I need the help of my teacher or any grammar applications.			
2.9	I am well aware that errors in my sentences may result in miscommunication in language so I try to speak correctly.			
2.10	I am glad to get acquainted with the various techniques on how to improve my sentences to help me speak accurately.			
3. Lexical accuracy (Vocabulary use)				
3.1	When I write my script, I am glad I can to use the right words in the vocabulary learned in each unit.			
3.2	When I speak, I am happy that I can use most of the vocabulary words learned in each unit. (about 30-40 words)			
3.3	I am delighted when I can use synonyms when I forget words when I speak because I understand what I have to say.			
3.4	I am happy to identify the wrong words I used when I speak and I try to improve in the next presentation.			
3.5	I gladly learn from the feedback of my teacher on my vocabulary use.			

3.6	I am happy knowing how to check other online sources for vocabulary like You tube videos when I need to learn more words on each unit. (aside from the links the teacher provided)			
3.7	It is a delight to know not only the meaning but also how to say the words correctly through drills and exercises in class.			
3.8	I am happy to learn more when I check the dictionary as to the meaning of any unfamiliar words I encounter.			
3.9	I am happy to learn more when I check the dictionary as to the pronunciation of any unfamiliar words I encounter.			
3.10	I am pleased to make all these strategies a habit to know more words in order to improve my fluency and accuracy.			
4. Fluency				
4.1	I am satisfied using most of the vocabulary words learned in each unit without pause or hesitation or using fillers.			
4.2	I am glad to read fluently the sample scripts in the book because I did the speech drills.			
4.3	I am glad to speak fluently in all given situations because I prepared well and did all the tasks assigned.			
4.4	I am grateful that I can easily rephrase my ideas when I forget my lines because I understand what I need to say.			
4.5	I am happy that I do not use fillers like “Alai na ka?”, “hmmm”, “you know” etc. when I forget my lines, Instead I use “ad libs”.			
4.6	I am satisfied using most of the vocabulary words making me speak fluently.			
4.7	I am glad to know how fast or slow I speak depending on the use of vocabulary words and sentence structures.			

4.8	I am pleased to know I can speak with ease and right expression of ideas to mean what I say and I say what I mean.			
4.9	I am glad I can easily correct myself when I commit mistakes while speaking.			
4.10	I am satisfied with my speaking skills in the Final Speaking Test. I was able to fluently answer most of the questions.			

Signature over Printed Name of Validator / Date Signed

HUACHIEW CHALERMPRAKIET UNIVERSITY

APPENDIX E

List of Experts for Evaluation of the Research Instruments

List of Experts for Evaluation of the Research Instruments

1. DR. SUTHIDA SOONTORNWIPAT
   Vice Dean for Academics, Department of Languages,
   Faculty of Liberal Arts, Huachiew Chalermprakiet University

2. DR. KHWANCHANOK SUEBSOOK
   Head, Department of Languages,
   Faculty of Liberal Arts, Huachiew Chalermprakiet University

3. DR. KORAWAN DEEKAWONG
   Lecturer, Department of Languages,
   Faculty of Liberal Arts, Huachiew Chalermprakiet University

4. DR. MA. ROSA S. CARABALLE
   Lecturer, College of Education
   Former Director, Graduate Studies and Continuing Education
   Carlos Hilado Memorial State University

5. DR. MARIA TERESA T. ASSISTIDO
   Director for International Affairs
   STI West Negros University

APPENDIX F

Item Objective Congruence Index (IOC) Results of Interview Questions by Five Experts

Item Objective Congruence Index (IOC) of Interview Questions by Five Experts

Item No.	Scores From the Five Experts					Total	IOC
	1st Expert	2 nd Expert	3rd Expert	4th Expert	5th Expert		
1	1	1	1	1	1	5	1
2	1	1	1	1	1	5	1
3	1	1	1	1	1	5	1
4	1	1	1	1	1	5	1
5	1	1	1	1	1	5	1
6	1	1	1	1	1	5	1
7	1	1	1	1	1	5	1
8	1	1	1	1	1	5	1
9	1	1	1	1	1	5	1
10	1	1	1	1	1	5	1
1	1	1	1	1	1	5	1
2	1	1	1	1	1	5	1
3	1	1	1	1	1	5	1
4	1	1	1	1	1	5	1
5	1	1	1	1	1	5	1
6	1	1	1	1	1	5	1
7	1	1	1	1	1	5	1
8	1	1	1	1	1	5	1
9	1	1	1	1	1	5	1
10	1	1	1	1	1	5	1
1	1	1	1	1	1	5	1
2	1	1	1	1	1	5	1
3	1	1	1	1	1	5	1
4	1	1	1	1	1	5	1
5	1	1	1	1	1	5	1
6	1	1	1	1	1	5	1
7	1	1	1	1	1	5	1
8	1	1	1	1	1	5	1
9	1	1	1	1	1	5	1
10	1	1	1	1	1	5	1
1	1	1	1	1	1	5	1
2	1	1	1	1	1	5	1

3	1	1	1	1	1	5	1
4	1	1	1	1	1	5	1
5	1	1	1	1	1	5	1
6	1	1	1	1	1	5	1
7	1	1	1	1	1	5	1
8	1	1	1	1	1	5	1
9	1	1	1	1	1	5	1
10	1	1	1	1	1	5	1
1	1	1	1	1	1	5	1
2	1	1	1	1	1	5	1
3	1	1	1	1	1	5	1
4	1	1	1	1	1	5	1
5	1	1	1	1	1	5	1
6	1	1	1	1	1	5	1
7	1	1	1	1	1	5	1
8	1	1	1	1	1	5	1
9	1	1	1	1	1	5	1
10	1	1	1	1	1	5	1
1	1	1	1	1	1	5	1
2	1	1	1	1	1	5	1
3	1	1	1	1	1	5	1
4	1	1	1	1	1	5	1
5	1	1	1	1	1	5	1
6	1	1	1	1	1	5	1
7	1	1	1	1	1	5	1
8	1	1	1	1	1	5	1
9	1	1	1	1	1	5	1
10	1	1	1	1	1	5	1
Total						300	60
Mean						5	1

APPENDIX G

Reliability Results of the Survey Questionnaire

Motivation on How to Improve Speaking: Preparations for Speaking Assignments through Video Group Presentation

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.883	.879	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
VAR00001	33.2400	31.773	.236	.214	.893
VAR00002	33.2000	29.667	.510	.575	.879
VAR00003	33.2000	26.250	.751	.779	.861
VAR00004	33.0800	28.660	.566	.595	.875
VAR00005	32.9600	24.957	.785	.763	.858
VAR00006	32.8800	28.277	.596	.617	.873
VAR00007	33.0000	26.083	.645	.757	.871
VAR00008	33.0800	24.577	.723	.688	.865
VAR00009	33.2000	27.333	.720	.753	.865
VAR00010	33.3600	28.657	.591	.626	.874

Motivation on How to Improve Speaking: Using Self-Made Video Post on Facebook Group as a Presentation

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.901	.902	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
VAR00011	31.0000	29.600	.641	.669	.892
VAR00012	30.5000	32.580	.437	.252	.903
VAR00013	30.6154	29.046	.588	.510	.897
VAR00014	31.1154	28.266	.743	.717	.885
VAR00015	31.0769	30.474	.658	.777	.892
VAR00016	30.6154	30.646	.608	.592	.894
VAR00017	31.0769	29.034	.733	.764	.886
VAR00018	31.3077	28.622	.662	.578	.891
VAR00019	30.6923	28.942	.706	.631	.888
VAR00020	30.7692	28.745	.774	.760	.884

Satisfaction Index on Pronunciation and Intonation

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.897	.896	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
VAR00021	33.1923	31.362	.701	.879	.883
VAR00022	33.2308	29.465	.736	.904	.880
VAR00023	33.1154	31.146	.629	.758	.887
VAR00024	33.3846	37.686	-.045	.268	.927
VAR00025	32.7308	30.845	.728	.711	.881
VAR00026	32.8462	31.255	.672	.718	.885
VAR00027	33.0385	30.198	.746	.814	.879
VAR00028	32.7308	29.645	.771	.831	.877
VAR00029	32.7692	30.505	.748	.904	.880
VAR00030	32.8462	28.535	.804	.837	.874

Satisfaction Index on Grammatical Accuracy

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.892	.891	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
VAR00031	35.3462	25.115	.616	.779	.882
VAR00032	35.3077	23.582	.796	.790	.868
VAR00033	35.8462	28.615	.231	.650	.905
VAR00034	35.1154	24.666	.733	.862	.874
VAR00035	35.0000	24.240	.797	.896	.869
VAR00036	35.3462	26.795	.434	.682	.894
VAR00037	35.2308	25.705	.660	.618	.879
VAR00038	35.3077	24.942	.787	.766	.872
VAR00039	35.1538	24.695	.603	.739	.884
VAR00040	35.4231	24.334	.688	.778	.877

Satisfaction Index on Lexical accuracy (Vocabulary use)

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.912	.913	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
VAR00041	34.5000	27.826	.509	.612	.913
VAR00042	34.8750	27.679	.549	.761	.911
VAR00043	34.7917	27.389	.637	.777	.905
VAR00044	34.1667	27.449	.632	.824	.906
VAR00045	34.2083	25.650	.728	.851	.900
VAR00046	34.1667	26.754	.668	.717	.904
VAR00047	34.2083	25.650	.786	.816	.896
VAR00048	34.5833	27.036	.711	.904	.901
VAR00049	34.5417	26.694	.778	.926	.898
VAR00050	34.2083	25.476	.810	.868	.895

Satisfaction Index on Fluency

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.906	.915	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
VAR00051	33.4800	30.927	.567	.685	.902
VAR00052	33.2400	29.523	.724	.831	.893
VAR00053	33.4400	30.590	.682	.623	.896
VAR00054	33.6400	29.823	.697	.844	.895
VAR00055	33.5200	30.260	.388	.698	.923
VAR00056	33.4400	28.340	.854	.922	.885
VAR00057	33.2400	30.857	.511	.781	.906
VAR00058	33.3600	29.157	.844	.897	.887
VAR00059	33.2000	28.167	.864	.956	.884
VAR00060	33.5200	29.260	.719	.747	.893

APPENDIX H

Overall Statistical Results

Overall Results

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
SELF_MADE_VIDEOS	29	2.30	5.00	4.2724	.59456
FACE_BOOK_GROUP	29	2.60	5.00	3.9759	.60866
PRONUNCIATION_OR_INTONATION	29	2.20	5.00	4.1345	.65480
GRAMMATICAL_ACCURACY	29	2.00	5.00	4.4862	.62262
CONTROL_OR_VOCABULARY_USE	29	2.00	5.00	4.4069	.63860
FLUENCY	29	2.40	5.00	4.1103	.71930
Valid N (listwise)	29				

Table 1

Extent of How Self-Made Videos and Facebook Group Motivate Students in Improving their Speaking Skills

Groups	Mean	Verbal Interpretation	SD
Self-Made Video	4.27	Great Extent	0.59
Facebook Group	3.98	Great Extent	0.61

Note:

Mean Scale	Verbal Interpretation
4.50 – 5.00	Very Great Extent
3.50 – 4.49	Great Extent
2.50 – 3.49	Some Extent
1.50 – 2.49	Very Little Extent
1.0 – 1.49	Not at all

Source: https://www.naesp.org/sites/default/files/resources/2/Principal/2009/M-A_p46.pdf

APPENDIX I
RESEARCHER PROFILE

RESEARCHER PROFILE

Researcher **Derey Nanquil-Panes**

Education:

1995 Bachelor in Secondary Education, major in English
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