

**ORAL FLUENCY AND MOTIVATION ENHANCEMENT THROUGH WEB 2.0
PLATFORMS AS DIDACTIC TOOLS**

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NOTE OF ACCEPTANCE

Signature

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Dedicatory

STOP, BREATH, THINK, REACT

This project was, has been and will be my highest achievement so far and the most challenging one. Despite all the difficult situations, the bad habits in my personal life and the eternal hours thinking about being unable to finish, here I have a project that I am proud of and ready to let it see the light. This is for me, this is going to be my reminder of the things that I can achieved, that I can drown my demons even when they know how to swim. The first four words in this dedicatory I have them tattooed in my arms and are a constant reminder of how difficult situations in life should be handle.

I want to thank my family who was behind the doors, listening to me complaining, tolerating my temper, dealing with my absences on weekends, seeing my frustration knowing they cannot do anything but just believe in me and supporting me. Thank you for never let me down. Thank you to my colleagues at work for your patience and understanding with my tiredness, my vagueness about how to do this project, my lack of experience writing an academic paper and asking for advices most of the time. To my boss, thank you for being flexible with my schedules and for allowing me to study at work.

I want to say thank you to the only person that knows me better than anyone else, who has been there for me during the hardest period of my life which almost interrupt this project. Thank you for loving me even when I did not love myself, for believe in me and for giving me the strength when I felt I could not continue. Without you, I would have been lost. I love you.

Lastly but not least, thank you to my tutor Nelson for his understanding, support, and kindness during this whole journey. His labor was beyond I could ever imagine, his companionship during this process pushed me to continue despite the obstacles.

Abstract

The purpose of this research is to evidence the fluency and motivation enhancement through web 2.0 platforms (YouTube) in basic 2 students of the Centro de Lenguas which age range is between eleven and thirteen years old. The diagnosis was made taking into account the Centro the Lenguas first term exam, the survey applied by the researcher and a speaking activity. The study is supported by collaborative learning and focuses on the advantages of using YouTube as a didactical tool for students' interaction in the classroom and as a provider of interesting and meaningful input. The type of study of this research is Action Research, the data collection (field notes, audio recordings and artifacts) will be analyzed through triangulation as methodology. The document concludes with the results, conclusions, suggestions, and reflections done by the teacher-researcher.

Key words: Fluency, motivation, collaborative learning, web 2.0 platforms.

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1. General Information	
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2. Descripción	
<p>Trabajo de grado realizado para observar, describir y mejorar la fluidez y la motivación de los estudiantes a través de la plataforma Web 2.0 YouTube con estudiantes entre 11 y 13 años del centro de lenguas de la universidad pedagógica nacional en Bogotá.</p> <p>Gracias al uso de distintos medios de recolección e intervención se logró recoger datos e información que evidenciaron un mejoramiento de la fluidez y un incremento de la motivación en los estudiantes. Se demostró un avance positivo, ya que la mayoría de ellos mostraron a través de las clases de inglés una mayor disposición y una mejora en su fluidez oral en la lengua extranjera.</p> <p>Con estrategias colaborativas y a través de diferentes videos de la plataforma YouTube los estudiantes demostraron que adquirieron nuevo lenguaje y expresiones las cuales podían utilizar para expresar sus ideas de manera más clara y concisa.</p>	
3. Fuentes	
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4. Contenidos

El presente trabajo está dividido en siete capítulos:

Capítulo I- Introducción: En esta primera sección se describe la población y se desarrolla el problema y los objetivos.

Capítulo II- Marco Teórico: Este capítulo describe los soportes teóricos en los cuales se desarrolló el proyecto, en adición se integran también otros proyectos similares que sirvieron de soporte en la investigación.

Capítulo III- Metodología de Investigación: Esta tercera sección describe el enfoque investigativo, el tipo de estudio realizado, los métodos de recolección de datos y las categorías a analizar en el proyecto.

Capítulo IV- Propuesta Pedagógica: En este capítulo se describe la teoría del enfoque pedagógico y también los resultados esperados, roles de estudiante y profesor, las fases de la intervención y recursos y métodos de evaluación.

Capítulo V- Análisis de datos: Basándose en las categorías dadas en el capítulo 3 y la teoría del mismo, se desarrolla este capítulo, analizando categoría por categoría y dando a conocer los resultados dados en el proyecto.

Capítulo VI- Resumen de los resultados: Este capítulo presenta un resumen del capítulo anterior, basándose en las generalidades de todo el proyecto.

Capítulo VI- Conclusiones: Este capítulo es el que da respuesta a la pregunta de investigación y a los objetivos dados en el capítulo uno; así como algunas recomendaciones del autor a las diferentes partes del proyecto (Universidad Pedagógica Nacional y Centro de lenguas).

5. Metodología

Este proyecto fue desarrollado bajo la metodología de investigación acción, por consiguiente, sigue los pasos de esta y se desarrolló de la siguiente manera:

1. Observación y desarrollo del problema: La observación se realizó durante octavo semestre analizando las fortalezas y debilidades del grupo. Se comenzó la planeación del proyecto teniendo en cuenta recomendaciones del profesor titular.
2. Propuesta e intervención: Durante las siguientes sesiones del proyecto, se realizó la intervención de acuerdo al problema observado en las primeras sesiones; diferentes actividades fueron desarrolladas para dar resultados a la investigación.
3. Análisis: Ya teniendo datos recolectados se llevó a cabo un análisis del mismo en las últimas sesiones, se encuestaron los estudiantes para comprobar los resultados del proyecto.
4. Conclusiones: Finalmente y de acuerdo a toda la información recolectada durante las sesiones, se dio respuesta a la pregunta de investigación del proyecto.

6. Conclusiones

Teniendo en cuenta el objetivo general del proyecto se concluye que la correcta implementación de una herramienta didáctica en el aula puede motivar a los estudiantes y de esta manera mejorar su desempeño en una lengua extranjera dentro del aula de clase.

Sobre el uso de YouTube en clase, es posible decir que fue una herramienta útil para atraer la atención de los estudiantes con temas actuales y de su agrado, de esta forma incrementando su motivación en la clase y mejorando su fluidez a la hora de dar sus puntos de vista en clase. Las actividades colaborativas los unió más como grupo y creo un ambiente más responsable y tolerante por la opinión de cada uno.

Algunas recomendaciones generales para el proyecto son la constante actualización de la labor docente, no solo en temas sino en recursos. La interacción que se propicie entre el docente y sus alumnos en pro de un mejor ambiente de aprendizaje. En términos de la Universidad Pedagógica Nacional y el proceso de investigación se recomiendan mejoras en cuestión del asesoramiento y las exigencias de los proyectos. En el centro de lenguas se recomienda mejorar sus herramientas didácticas teniendo en cuenta la cantidad de estudiantes y profesores.

Escrito por: Julieth Caterine Hernández Botina

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CHAPTER 1: INTRODUCTION

1.1 Introduction to the study

In chapter 1 of this research the reader finds out information about the local and institutional context of the Centro de Lenguas, the participants and the diagnosis. Based on the data collected and the observations, the researcher found some problems that need improvement; in this first chapter the rationale of the study, the statement of the problem, the objectives and the research question are presented.

1.2 Context

1.2.1 Local Context

The Centro de Lenguas (CL) is located at the Calle 79 N 16 32 in the locality of Chapinero in Bogota, Colombia and it is a subsidiary of the Universidad Pedagógica Nacional. It is surrounded by places such as Unilago, the Centro de Alta Tecnologia and the Transmilenio station Heroes. The main street to access to Centro de Lenguas is Carrera 14 way north-east. Before being known as the CL, it started as an extension course offered by the university to its students and officials since 1995. Later, in 2004 the extension course became in what nowadays is known as the Centro de Lenguas. The classes are in the building at Calle 79 or on Saturdays at Calle 72 because of the number of students.

1.2.3 Institutional Context

The Centro de Lenguas does not have a mission of its own, however these components are found in the university's principles. As a direct dependent, the CL has been founded with the mission of generating an impact in the Colombian society due to the research and developments that are constantly carried out inside the institution, its

processes must contribute in the nation's development. The Centro de Lenguas vision is to develop the cultural capital of the Colombian citizens in order to cause impact in the local context with echo in an international ambience.

The Centro de Lenguas of the Universidad Pedagógica Nacional is committed to build academic processes to ensure the increase of cultural capital of their students. Students participation in today's world on a balance is made possible regarding the language proficiency. In response to the social mission of the university, and low rates in the country in the knowledge of foreign languages, the Centro de Lenguas provides a relevant and high-quality supply through a favorable economic investment for users, by that obeying with its social commitment and inclining by the access of different communities to the knowledge and in particular the one of foreign languages.

The Universidad Pedagógica Nacional, while leading the field of teaching, develops methodological strategies which ensure that learning processes are achieved successfully. Thus, the Centro de Lenguas has won a good position in its field, with many students of all ages in educational programs by level of Portuguese, Italian, English, German, French and Spanish. For the purpose of this project it is important to clarify that in the Centro de Lenguas there are three categories of English Language Learners Adolescents/adults, children between 10 and 12 years old and children between 7 and 9 years old. Also, different levels such as Basic, Intermediate, Advanced and Conversational.

1.2.4 Participants

In regard to the population that is observed (Basic 2), the course starts on February 6th 2016 and is formed by twenty-one students, seventeen girls and four boys. Their age range is between 11 and 13 years old and currently most of them study in private

institutions such as the Deutch Shule Andino School, Gimnasio Campestre los Andes and Bethlemitas School. They are in seventh, eighth and ninth grade.

According to the survey (Annex 1) apply to the students to characterize the course at the beginning of the research their strata is 3 and 4, all of them live with their parents, however, just a few of them have their company and help with the process of studying English (Annex 1). Even though they study alone at home in the classroom they are field dependent and they need the teacher's supervision in order to accomplish a task.

In addition to, they are very active children and participate when the teacher is correcting exercises, most of the time they do it in Spanish, but, when the topic is interesting and close to their current personal experiences (famous music artists, sports, and movies) they tend to speak more in English and use complete sentences (Annex 2), however, there is a lack of fluency, not because of the vocabulary but because of the lack of practice

Furthermore, in this new era, technology is motivating children, they are obsessed with the content that they find on the internet and these children are not an exception. Homework is not done in the traditional way. The students have a blog where every week they can find a new post from the teacher (games, grammar exercises based on images, videos etc.) and there they can practice the topics seen in class. They enjoy more the use of technology rather than the common way to do homework (in the notebook like in their schools).

Moreover, this group of students is in a learning environment where they go to learn English because their parents are paying for the course; but, when they interact with each other and find something interesting something change. They participate in class, they make jokes and most importantly, they tend to speak more in English when they are in a

relaxed environment. Sometimes their sentences are not very accurate but they try to explain their thoughts or ideas with the vocabulary that they know.

1.3 Diagnosis

With the purpose of collecting data for the project the researcher use certain methods. The first one, the Centro de Lenguas' exam (Annex 3) done by the teacher including the topics that the students had seen so far (simple present and present continuous, imperatives, can/can't, some/any and verbs of opinion and emotions) The purpose of using this exam is to determine students' English level and have a general notion about their struggles with the language. The students are evaluated in the four skills (Speaking, reading, writing and listening) All the students had different results but in general they are in a basic level. Taking into account the CEFR, its levels and based on the students results they are in A1 and A2.

The exam start with the reading section; it is a dialogue about the things that they like to do and planning an activity with someone. According to that information they have to answer 5 questions. The answers are with simple present and present continuous. They understand what they have to do, however they provide answers just with information that was needed instead of providing complete answers.

The grammar section starts with a picture of a map and the students have to provide locations and directions. That exercise is easy for most of them, the vocabulary is memorized and put into practice in the exam. Then they have to write questions and answers using can or can't. The last three grammar points are about, imperatives, some or any and frequency adverbs and time expressions.

They continue with the writing part where according to a chart they have to write what they like, do not like, love and hate to do on weekends. In this exercise, they have a

big confusion with the use of gerunds, they just put the verbs in the base form, not because they do not understand the grammar topic but, students have problems with following instructions. They do not read what they should do, they just assume it by looking at the exercises, as a result they make several mistakes.

The listening sections is next, and it is about a weather forecast radio program, they have to complete 2 sections. The first one is about the weather itself, they have to complete with the correct temperature. The students have problems with assimilations of sounds with numbers 14 - 40 and 15 - 50, the accent of the recording is British, thus for them, it is difficult to understand. They listen to the audio three times.

Finally, the last part of the exam is the speaking test. The teacher call each one of them for and individual round of questions related to what they like to do in their free time, hobbies and what they like to do in special festivities like Christmas and New Years Eve.

However, the problem in that part of the exam is that the affective filters on the students are high, they are tense and nervous because they have to pass in front of the class, they knew they are being evaluated and everyone is silent while the person have to answer. They try to focus more on being accurate rather than express their ideas, grammar is in their heads the whole time and at the end the results are not good. In addition to, working under pressure is hard and more for children who are not used to speak English in front of everybody. Lack of confidence and trust in themselves is evident when their answers are full of doubt and hesitation

The second method used in the diagnosis are the field notes. The different observations made by the researcher show that students have some problems in the moment of speaking, which compared with the results of the speaking exam is possible to notice some difficulties in the students, especially in their fluency and their motivation in the

class. During the class the students are not able to express ideas or simple thoughts with clarity, they are doubtful most of the time and that is evident in the moment of speaking (Annex 4) Also, depending on the topic and the activities in class they react in a different way, when the topics are introduced in an interesting way or they have to talk to each other about something that they enjoy they are able to make more complete sentences in English (Annex 5)

Furthermore, one more method used in the diagnosis was a survey. This one was created based on what the researcher identified during the class observations and also, to know more about the students in general. Questions about their context (personal and family), their likes (personal and academic), difficult aspects for learning English (focused on speaking) and what they enjoy the most in an English class were some of the key questions that the students answer in 10 minutes.

The results allow the researcher to find out the strata to which the children belong (three-four strata) the institutions where they study (most of them are from private schools) and their current grades (seventh to ninth grade) their musical tastes and what they enjoy the most in the classroom

On the other hand, when the students had to answer the questions about what was the most difficult aspect about speaking, the most common answers were: Thinking in their mother language and trying to translate, speak with the same speed as in Spanish (fluency), and vocabulary.

Finally, considering the previous information the researcher implement a speaking activity with help of a YouTube video (Annex 6). First the teacher asks the students about cheating on tests and what are their thoughts about it. Then, they watch an animated video made by an American YouTuber where he talks about his cheating experience in high

school. The video is very funny and the students are engaged in the activity. Finally, they are in groups of 3 and discuss some questions previously written by the teacher on the board.

Although, the students enjoy the video and want to talk about their experiences they do it mostly in Spanish. The few sentences that they use in English are cut, when they are interacting with each other they hesitate with their responses and try to speak in Spanish to tell their experiences. Per these results, plus the ones in the exam and the class observations this project started to evolve having as a reference fluency as the main problem.

1.4 Problem Statement

According to the observations in class and the information collected through the field notes, a survey, and the Centro de Lenguas' exam it is important to work with different strategies and tools to keep students engage in class in order to enhance their fluency in the moment of speaking.

Based on the result of the diagnosis exam the lowest grades are in speaking with specific comments of the teacher related to fluency (Anex 7) The different class observations allow the researcher to identify that not only in the exam the students are not able to speak fluently, but also in normal class interaction. For those reasons this ability is the one that need improvement in pursuance of the growth of their class interaction among them and the teacher.

Following the previous statements, Eschenmann (1991) cited by Nugent (2009) mentioned that teachers should interact more with their students with the aim of building bonds and encourage students to achieve their goals. Having a good and healthy relationship in the classroom allow students to feel more confident at the moment of

speaking and the enhancement on their participation is evident. Moreover, Whitaker (2004) cited by Nugent (2009) mentioned one big problem related to teacher-student interaction: teacher's high expectations from their students. It is important for teachers to know his students in order to set goals that are reachable for them. As a teacher, he should connect with his students and interact with them before expecting a long perfect speech. Students need to practice how to swim before the teacher throw them in the water.

Following the previous aspect, one of the biggest issues is the lack of speaking practice that the students have in the classroom, even if the teacher speaks most of the time in English (he uses Spanish to clarify things or to have the students attention when he has to said something important) when they have to participate in a role play or interact among them they do it in Spanish or in a cut English, in which they try to express their ideas or opinions but they are not accurate, use too many fillers and discourse makers. As a result, the message at the end is not clear. Furthermore, they have some problems with grammar structure and when they try to speak they are paying attention to this and the vocabulary; their speaking rate is too slow or sometimes too fast which makes the message difficult to understand.

Owing to, Richards (2006) cited by Gan, Z. (2012) remarks how talk interaction is highly influenced by the fluency of the speaker. Talk as interaction is portrayed as a social behavior to communicate or express ideas to others. Considering that idea, the participants of this research are having problems to interact among them and with the teacher in the target language, creating gaps and a reduction in class participation. Instead, the use of the mother tongue is frequent in the classroom.

Moreover, Richards (2006) talks about how communication is the aim of the second language teaching. Following that line, he mentioned that learning how to communicate in

a second language is a progressive process in which inaccuracy and flaws at the moment of speaking are part of it. However, if the student does not interact with their peers or with the teacher he is not going to have errors and their fluency at the moment of speaking will not be enough to have a good communication.

However, their speech fluency changes when the topics and activities of the class are interesting to them. They try to speak more in English, to ask for vocabulary in order to use it in their message and they speak more naturally. Consequently, the types of activities proposed by the teacher in class can lead to a decrease in the students' motivation which provoke an un-attachment to the class, create an inappropriate behavior in some of them and in this case, creates a decrease in the use of the target language.

On the other hand, most of the basic 2 students are more interested in their social lives than in their academic process, they are present when they are in social media but completely absent in real life, for that reason transform social media in a positive tool in education is important in this context and having the student's attention it is important in this project.

Taking into account everything that had been said, the main problem that needs attention is the lack of fluency in students which is causing a dearth in class interaction and the active participation in the target language. Using a tool that is familiar to them like YouTube with entertaining content like Vlogs, challenges and tutorials done by different YouTubers, series, short films, animations etc., can be a good extrinsic motivator factor in order to engage students and show them a diverse outlook of learning English making the learning process more meaningful. In that way, encourage them to speak more, to provide arguments when necessary and get more used to speak fluently in the target language.

1.4.1 Justification

Following the previous aspects, Farooqui (2007) mention that in order to improve fluency in the students they must use the target language as much as they can with their peers, in that way, they feel less anxious. Usually, the teacher's presence can be intimidating for the students, for that reason they make more mistakes or tend to avoid speaking in the second language; however, a friendly and safety environment among their peers may help them to enhance fluency.

Subsequent the previous statement, Abad (2011) remarks that the most useful activities in the classroom are the ones where the students can talk to each other about their likes, interests, dreams etc., that means that instead of giving the students specific topics the teacher should allow them to talk and interact. That idea is related to what Farooqui (2007) said about the importance of the socio-cultural aspects in the students during their learning process.

Regarding the previous arguments about the negative impact of a lack of fluency in students it is important to address this project's didactic tool: social media platforms web 2.0. Pearson (2011) along other institutions does a research where mention that social media singular purpose is not only to put content out there but also a mean to encourage conversations and exchanging information. And that is one of this project's aim, social media is not only about posting content on the net, is about having conversations about something, creating a community and sharing likes and ideas (Abad,2011). For that reason, YouTube is a great tool to help children to be motivated about learning English and enhance their fluency through conversations between them and the teacher.

Due to the fluency problem, it is required to change the class activities in order to promote the speaking interaction in the students and provide more speaking time. YouTube,

according to Alimemaj, Z. (2010) is a very valuable speaking tool in the classroom in order to present different types of spoken language. In that way, students can have an approach to slang and informal expressions that are not portrayed in the text books. Furthermore, it allows students to explore and see the world right in front of them. It is important to create a meaningful learning environment, also, funnier, and closer to the students' experiences through different audio-visual input.

To conclude, improving student's fluency at the moment of speaking through teacher and peer interaction with the aid of a web 2.0 platform like YouTube is important in order to create more relaxing and comfortable learning environments taking into account students' needs and passions at the moment of learning a second language.

1.4.2 Research question and objectives

According to what the teacher researcher has observed and paying attention to the context and student's needs, this study shows the following research questions, one general objective and two specifics in pursuance of solving the problem in the classroom.

1.4.2.1 Research question

How does collaborative learning strategies through web 2.0 help to improve oral fluency and motivation in students of basic 2 of the Centro de Lenguas?

1.4.2.2 Main and Specific objectives

To determine the oral fluency improvement through class interaction activities based on YouTube videos.

To analyze the use of web 2.0 as a useful tool in regards of motivation. To assess the use of collaborative learning strategies in motivation and oral fluency development.

CHAPTER 2: THEORETICAL FRAMEWORK & STATE OF THE ART

2.1 State of the art

To achieve the objectives previously mentioned and to introduce a solution to the problem already stated it is important to consider some studies done associated with oral fluency and motivation improvement, likewise, related with the use of technology as a didactic resource. The following chart shows some studies carried out in Colombia and in other countries around the world.

TITLE	AUTHOR/YEAR	SCOPE
Authentic Oral Interaction in the EFL Class: What It Means, What It Does not	José David Herazo Rivera 2010	Monteria Colombia
The video as a technological resource that allows the design of adequate material to initiate learning processes in EFL.	Elizabeth Cruz Suarez 2014	Universidad Pedagógica Nacional
Communicative activities: a way to foster collaboration and communication among a1 EFL learners	Maritza Martinez Cely 2016	Universidad Pedagógica Nacional
Developing oral skills through communicative and interactive tasks.	Dorelly Gutiérrez Gutiérrez 2005	Bogotá Colegio Britalia
Role of cooperative learning strategies in the development of 5th graders speaking skills.	Ivan Mauricio Pacheco Lina Mercedes Rozo Banoy Estefany Suarez Quinche 2011	Bogotá Universidad de la Salle
Motivation: the road to successful learning	Rocío Espinar Redondo José Luis Ortega Martín 2015	International Universidad de Granada, Spain

New educational environments aimed at developing intercultural understanding while reinforcing the use of English in experience-based learning	Leonard r. Bruguier Louise m. Greathouse Amador 2012	International University of South Dakota, USA Benemérita Universidad Autónoma de Puebla, México
Oral Fluency: The Neglected Component in the Communicative Language Classroom	Marian J. Rossiter Tracey M. Derwing Linda G. Manimtim Ron I. Thomson 2010	International Canada

Chart 1. State of art studies.

Following the idea that was already mentioned the first study to be presented is *Authentic Oral Interaction in the EFL Class: What It Means, What It Does not* by Herazo (2010) is a study done in Monteria, Colombia in a public school. It is based on promoting communicative strategies to create meaningful opportunities for the improvement of oral interaction among students and the teacher. This concept is related to what this project is about based on the idea of creating meaningful opportunities of student-student interaction using real-life situations close to their experiences, also the active role of the teacher to enhance that interaction.

Following the previous study, *communicative activities: a way to foster collaboration and communication among A1 EFL learners* by Cely (2016) is a proposal done in the Universidad Pedagógica Nacional where the main goal was to analyze the influence of the implementation of communicative activities on collaborative learning and oral communication processes in students of ages between 10 and 12 years old of the Centro de Lenguas. It concludes that collaborative learning is an important socio-cultural aspect that

fosters communication and goes hand in hand with the tasks proposed by the Centro de Lenguas. The age range and the place of the study are the same of this research for that reason the strategies proposed for the students are alike and the vision of learning of the institute as well.

On the other hand, a valuable study for this project is *The video as a technological resource that allows the design of adequate material to initiate learning processes in EFL for first grade students at Prado Veraniego school* by Cruz (2014) is a study implemented in a public school in Bogota, Colombia. Its goal is to use videos as a technological resource to motivate students. The use of ICTs is valuable in the classroom because allow students to improve their learning processes. The goal and the result of the study are linked with the aims of this project. The use of YouTube videos as a didactic resource in the classroom to improve oral fluency and motivation.

Furthermore, the study by Gutierrez (2005) *Developing oral skills through communicative and interactive tasks* had the goal to develop oral skills in students that are highly accustomed to focused only in grammar during their learning process. The researcher implemented some speaking activities that allowed students to express their ideas and to interact with their peers. The conclusion is that students tend to speak more when they feel motivated by the topics. That idea is similar to this research considering that the teacher provides interesting topics that are currently related to their ages, for that reason, students try to speak more in the second language and to interact with their peers, not only to communicate but also, to stablish bonds according to their likes or experiences.

Additionally, *Role of cooperative learning strategies in the development of 5th graders' speaking skills at George Washington School* by Pacheco, Rozo, Suarez (2011) is a study done by students' researchers from La Salle university in Bogota, Colombia. The

objective of the project is to investigate the role of cooperative learning strategies in the development of speaking skills focusing in three micro skills: accuracy, fluency and pronunciation. The results revealed that the ability students improved the most is accuracy. The instruments of data collection are like the ones in this project, field notes and pre, while and post speaking test to observe students' progress with the cooperative strategies and the didactic tool used in class.

Likewise, *Oral Fluency: The Neglected Component in the Communicative Language Classroom* by Rossiter, Derwing, Manimtim, Thomson (2010) the study published in *The Canadian Modern Language Review* is based on the importance of speaking activities such as free production, rehearsal/repetition and consciousness-raising using students' text book. The author concludes with the proposal of new activities in the classroom and criticizing the type of text book the students use in class. For this project is important the use of the text book and make it functional for speaking activities. Also, free production and rehearsal/repetition activities are valuable for the current research.

Moreover, *Motivation: the road to successful learning* by Redondo & Ortega (2015) aims to highlight the importance of motivation in the process of learning English as a foreign language. Also, the main conclusions of the research show the fundamental role of factors such as the teacher, students' interests and daily habits, among others. Redondo & Ortega's vision of motivation in the classroom as an important factor in students learning process is like the one in this study, where is important to consider students' likes and interests to use them as a positive factor in the classroom.

Finally, the purpose of the study *New Educational Environments Aimed at Developing Intercultural Understanding While Reinforcing the Use of English in Experience-Based Learning* by Bruguier & Greathouse Amador (2012) is to make students

to reflect on their own identity while improving their English skills in an interactive demeanor also, enhancing their intercultural competence. The researchers use technology to break distances and create educational bridges among cultures. For the current project technology is important to bring different cultures to the classroom and create a more meaningful learning environment, also to enhance the intercultural competence.

2.2 Theoretical framework

Having in mind the objectives already presented in the first chapter of this proposal and considering the needs of the Basic 2 students in the Centro de Lenguas the researcher displays the main theoretical constructs: fluency, motivation and web 2.0 platforms.

2.2.1 Speaking

Taking into account what has been previously displayed it is important to provide some background theory about the speaking ability, considering that one of the main problems in the students of this proposal is the lack of fluency at the moment of speaking which creates a decrease in the class interaction due to that they do not communicate effectively among them and with the teacher. Some studies show an outlook of the importance of this ability.

According to McDonough & Shaw (2003) speaking “involves learners in the mastery of a wide range of subskills, which, added together, constitute an overall competence in the spoken language” (P. 120) it means that the learner use many skills that combined grant an effective communication process. That being said, speaking is an underestimated skill considering it requires practice, knowledge, and many other elements for its development.

Following the previous idea, McDonough & Shaw (2003) state that one of the elements needed for having a genuinely communication is the desire to do it. Speaking is highly influenced if the learner is not motivated to express his ideas, thoughts, or feelings. For teachers, it is important to create a good learning environment to create a meaningful space interaction, Student-student, and student-teacher, with different options to guarantee that students have the purpose-driven to speak.

In addition, Levelt (1993) mention that to have a maturity in the speaking skill the learner should have a constant interaction with his surroundings since childhood, starting from his parents, close family, classmates, and teachers. In an environment where English is the second language is important to elicit interaction as much as possible in the classroom, in that way the learner's lexical and grammar knowledge grow. That being said, it is important to expose the student frequently to the second language to familiarize him more with it and use it when necessary.

Furthermore, Bygate (1998) consider that teachers should pay attention to the difference between knowledge and skill. A clear example is the analogy of comparing English and soccer. Bygate (1998) states that if a person can know soccer rules but not be good at playing it, is the same if someone knows grammar rules but is not able to communicate effectively with others. Teaching English is usually focused on grammar and structural aspects leaving aside the meaningful and real practice of that. Students should take the knowledge, adapt it and make it useful in real purposes and contexts.

2.2.1.1 Fluency

Based on the teaching knowledge test TKT (2011) fluency can be defined as speaking at a natural pace, without indecision, reiteration, or self-correction also the

effortless use of connected speech. Having as the main reference the participants of this project, they are missing many of the aspects previously mentioned.

Moreover, Lennon (1990) provides a simpler definition of fluency and is based on the level of expertise that someone has in a second language. How the speaker uses the knowledge in the language for communicate his ideas in the clearest way possible to the listener. This study's students are lacking not only the level of expertise, but also, the practice of the knowledge that they learn and acquire in the classroom and outside of it. In contemplation of achieving an average fluency level is necessary to have a mixture of both.

Fillmore (1979) portrays a fluent speaker in different aspects such as: the ability to speak with minor or non-pauses, talking without hesitations and providing a coherent message according to a specific context, being creative with the use of language and the most important talk for filling time. Following that statement is possible to say that the fluent speaker should handle the input that has acquired or learnt over the years and use it in a smooth way to provide a clear message. Depending on the context where the speaker is involved should use different lexical and grammatical structures. This vision of fluency can be linked with the previous aspects portrayed by Lennon (1990) Both visions have in common the importance of the message delivering process from the speaker to the listener.

In addition, Brown (2000) mentioned that one of the main difficulties learners must defeat in the process of learning to speak a second language are the affective filters such as anxiety, which is caused by the fear of making mistakes or sound unclear. The fact that the student feels pressured by the teacher's presence or his classmates affects fluency. Finding a tool that engages students' interaction and enhances fluency is key to low the student's affective filter to make them gain confidence and determination in the moment of speaking.

Furthermore, Brown's (2000) unrehearsed conversations belief goes along with the previous idea of lowering affective filters and is linked with one of this project's aims of encouraging students to have natural conversations which, can be a good mean to put into practice not only fluency but also accuracy as well in order to witness student's growth when developing his ideas or thoughts. Unrehearsed conversations can drive students to be spontaneous and casual, also to try paraphrasing to be able to express what they want to say.

To conclude, Segalowitz (2010) has a different vision about fluency which is more as an interdisciplinary perspective based on that fluency is not only an attribute that the speaker carries but the result of several important factors like speakers' first and second language skills and their feelings and cognitive condition when speaking. Based on the previous vision it is possible to mention that a person is consider fluent when he is capable of expressing ideas in a second language with the same ability as in his mother language.

2.2.2 Motivation

Based on the previous issue and following aspects such as anxiety, high affective filters, context and the importance of knowledge and skill it is important to add the second project's concern which is motivation.

Covington (1992) mention that motivation is in the human emotions and feelings, that being said, a positive motivation can be similar to experience pride, joy and excitement that follows success. Feelings of discouragement, frustration and outraged are the result of failure which leads to a decrease in motivation. The inner state of the person is crucial for a task development, this notion of motivation in an academic environment refers to the

challenges teachers have. They should think not only in the contents they should teach but also, if the student will be moved by them.

In addition, Gardner (1985) remarks that when learning a second language it is important what moves the individual to learn the language, can be the desire to do so or the satisfaction of achieving the goal. Students have similar goals when learning a second language, commonly is the desire to travel and experience new cultures, meeting new people and being able to communicate or for study or work related topics. Those goals drive the student to put effort and commitment in the learning process considering the satisfaction of the result.

Gardner's idea and Krashen's affective filter hypothesis (1988) are linked. Their investigations explore two kinds of motivation; one extrinsic, which involves external factors like rewards which can be tangible or not such as money, a positive verbal reinforcement or a teacher's grade; and the other, intrinsic which involves student's inner desire to learn English, his personal goals and disposition towards the learning process.

Following the previous idea, for this proposal the use of an external factor to increase students' motivation to learn a second language is crucial. Consequently, it is important to consider the two types of motivation previously mentioned.

2.2.2.1 Extrinsic motivation

According to Vallerand (1992) "extrinsic motivation pertains to a wide variety of behaviors where the goals of action extend beyond those inherent in the activity itself." (P, 2.) For the student, the action of study has external purposes; a reward or a price from their parents, the teacher or his peers' recognition or merely the fact to finish what he started,

however, the student is not moved by himself to study and achieving a goal, he is moved by the remuneration during or after doing it.

Moreover, the activities in the classroom tend to be extrinsically motivated for the students. The teacher behavior is similar to a dictator where he provides the instructions for an activity, he is focused in the content but not in the students' desire to do the activity.

Vallerand (1992) states that the teacher behavior highly influenced the students' performance during an activity. It can be interesting enough to catch the students' attention or on the other hand, the controlled practice became a constraint in student's willing to do the task.

Ryan & Deci (1971) state a similar vision of extrinsic motivation in the classroom where "an activity is done in order to attain some separable outcome" (P, 60) In the classroom it is common that the topics which teachers have to develop are not entertaining or enjoyable, but, students carry them out because of the outcome that usually is a grade. Even though, some students are moved just by the grade, some others are moved also for their inner desire to learn for their future. The last ones are also experimenting extrinsic motivation, therefore, they are doing it for its instrumental value and not because they are compelling to do it.

2.2.2.2 Intrinsic motivation

Ryan & Deci (2000) define intrinsic motivation as the action of achieving something because it is naturally engaging and gratifying. According to this, the person, in this case the student, is moved by an inner desire of doing something for his own sake. Doing something does not require an external factor, it requires student's effort for achieving his goal.

Following the previous idea, Ryan & Deci (2000) also mentioned that “Intrinsic motivation has emerged as an important phenomena for educators—a natural wellspring of learning and achievement that can be systematically catalyzed or undermined by parent and teacher practice” (P, 55). Parents tend to be an extrinsic motivation factor in the student’s learning process, creating pressure and having high expectation for their children academic performance. Educators have a big challenge in their classrooms not only to make their classes pleasant and interesting to the students, but also, meaningful enough to create and develop the inner desire of learning.

Moreover, Cordova & Lepper (1996) stated that for intrinsic motivation is important to contextualize, provide options and personalize content according to some of the students’ needs. Heterogeneous classrooms are a big challenge for teachers, however, finding a common objective and taking advantage of it for developing an authentic interest would be helpful to increase students’ motivation for learning.

2.2.3 Web 2.0 platforms

Currently, the internet is one of the most important tools for education, its use is commonly attached to search information instead of making it functional in the classroom. According to Thompson (2007) web 2.0 platforms are good tools not only for reading information, but also, for writing it and having a content interaction. Through this kind of platforms is possible for the students to have a different learning environment, where not only they can find useful information and content but also, sharing their ideas with others.

Following the previous idea, Downes (2005) states that web 2.0 platforms have a change from be considered a mechanism where material or data is spread and absorbed, into being a platform, where different types of content is build, and shared. Considering

those characteristics, several teachers are integrating some of these platforms to their daily classes in order to make them more interesting and active for students, further, to update their teaching aids.

Furthermore, the implementation of these platforms depends directly from the teacher's belief about its educational purpose. Newby & Ertmer (2012) mentioned that teachers only apply in their classrooms what they think is valuable for it. For that reason, there are not many new developments in the classroom because a lot of teachers stay in traditional comfort zone of teaching but, students have easy access to these tools and teachers are reconsidering their beliefs in order to be more up-to-date.

Moreover, Wankel & Blessinger (2013) vision about web 2.0 platforms is centered in building human relationships through an effective interaction and developing global communities. Considering the previous statement, web 2.0 platforms are a mean for exploring and learning about different cultures, likewise, to connect with people all over the world with the same interests or passions. This kind of tool is valuable in the classroom and allows teachers to be more interactive and to provide more content to the students.

2.2.3.1 YouTube as a didactic tool

In addition, considering the previous idea, the aim of this project is to include web 2.0 platforms to improve the two issues already discussed. YouTube is the tool for not only provide input to the student but also to show them an exciting, meaningful, and fun side of the language thanks to videos that engage them in the learning process, in that way, starting the transition from an extrinsic to an intrinsic motivation, where they will search means of learning and improving the second language on their own.

According to Watkins & Wilkins (2011) the most important advantages of using YouTube in the classroom are the exposure to authentic English and the students' autonomy development. The exposure to real-life situations, use of slang and common informal expressions, different types of accents, real conversational speaking rate and not rehearsed etc., are important aspects of the language that are not presented on the text books and due to YouTube, the teacher can bring them to the classroom.

Moreover, Watkins & Wilkins (2011) mention that "Using YouTube both inside and outside the classroom can enhance conversation, listening, and pronunciation skills. YouTube videos can also be utilized as realia to stimulate cultural lessons" (P, 113) an easy-access tool that is not only for amusement and recreation, but also is relevant and useful in different teaching aspects. Providing students with interesting content from different cultures facilitates post activities related to peer-interaction in which students express their ideas to each other motivated by the video previously watched.

Furthermore, Alimemaj (2010) states that using YouTube for language learning is an endless source of useful content for using it to enhance different skills. That content is not only a good tool for keeping students engage in class but also, for teaching pronunciation, vocabulary, and formal and informal spoken language. Being exposed to certain amount of real language help students to acquire a better pronunciation of some words and learn new expressions which will use in the moment of speaking increasing their language expertise, then the students keep practicing on their own at home enhancing their intrinsic motivation and autonomy.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

For this project data collection, the researcher use the mix of the Qualitative Paradigm and Action Research not only to observe and reflect the context where it is immerse but also, layout and use instruments that let it identify a general problematic and its didactic way to deal with it.

3.2 Type of study

3.2.1 Action research

Based on Chamot, A, Barnhardt, S., Dirstine, S. (1998) Action research is classroom-based research directed by teachers in order to improve and reflect about their teaching. The objective is to gain comprehension about teaching and learning in the classroom and to value that expertise to increase teaching competence and student learning. Consequently, this approach is used in this project because is a reflective practice fulfilled by the teacher in order to improve students' learning problems, in this case lack of fluency and motivation.

In addition to the previous statement, Kalmbach & Carr (2006) mention that Action Research is implemented in schools or any other teaching context. These allow the teacher-researcher to create and put into practice procedures according to the demand of the students in where the project is being carried out. Following Kalmbach & Carr (2006) the Action Research Phases for this project are: Observation (February-June 2016), Application (July-December 2016) and Reflection (February- April 2017).

3.2.2 Qualitative research

According to Dezin & Lincoln (2011) it is a set of demonstrative material practices that change the world. They turn it into a chain of representations, including field notes, interviews, conversations, photographs, recordings, etc. Qualitative researchers study things in their natural settings. The paradigm of this research by its characteristics is a qualitative research where the observations during the research process are done in the classroom and data is collected through different instruments.

3.3 Data management procedures

3.3.1 Data analysis procedures

Taking into account the methods suggested by Action Research to collect data, this project uses three points of view of the same problem. Those perspectives are the researcher observations towards the problem (field notes), the student's practices and tasks done before speaking (Artifacts) and students' results of each interactive activity (recordings/transcripts).

In pursuance of organizing the material collected for its previous analysis it is important to use an analysis method. According to Ferrance (2000) triangulation depends on three specific aspects, the researcher, tutor-teacher, and students' point of view. Based on the previous information, all the data will be mixed and analyzed through triangulation in order to provide support to the research question.

3.3.2 Instruments

3.3.2.1 Field notes

According to Freeman (1998) field notes are collected information of events including non-verbal aspects, physical context and relationships among participants. Taking

as a reference this definition in this research field notes are essential to allow the researcher to keep their observations including verbal and non-verbal information organized for previous analysis. Moreover, fieldnotes are a useful self-monitoring tool for the teacher-researcher in order to have information about his classes in order to improve in each session.

3.3.2.2 Recordings and transcriptions

In addition, Freeman (1998) states that an audio or video recording gives straight evidence of what happened and which can be reconsidered. Also, a transcription is a written portrayal of verbal recording. Based on Seale & Silverman (1997) Transcripts of recordings, provide an outstanding reliable record of commonly interaction using codes for labeling speakers and illustrate pauses, hesitation or other non-verbal information. Both instruments are necessary for showing evidence of one of the main constructs in this research: Fluency.

3.3.2.3 Artifacts

Based on Goetz & lecompte (1984) artifacts are described as things that people make. Usually are types of physical documentation that demonstrate students' process during the class. Having as a reference the previous statement in this project, students' drafts and dialogues created previous to the interaction with their peers will be used to demonstrate students' process for organizing their ideas before talking in public.

3.4 Population

The course is implemented on Saturdays at Universidad Pedagógica Nacional from eight to twelve. From the first semester (2016-1) to the second semester (2016-2) the population of the project did not drastically change. Twenty-four students were observed in

Basic 2 during the first semester and for the second semester in intermediate 1 six students were missing, three new students get into the group for a total of twenty-one students. However, for the third semester (2017-1) 4 boys left and 3 girls get into the course for a total of 20 students among 10 and 13 years old in intermediate 2. The sample for this project are eleven students.

3.5 Categories

3.5.1 Overall category mapping

UNIT OF ANALYSIS	CATEGORY	INDICATORS
Speaking	<i>Fluency development</i>	1. Students communicate with each other in unrehearsed activities. 2. Students can provide their point of view about a topic to the teacher using ideas previously organized. 3. Students can interact with the teacher and their peers using vocabulary and ideas from videos seen in class.
	<i>Motivation enhancement</i>	4. Students provide their point of view about the video according to their own personal experiences. 5. Students search videos at home and talk about them in class using new vocabulary and expressions.
	<i>YouTube as a didactic tool</i>	6. Students engage more in the class after watching videos. 7. Students comments about the video if it is useful or not for them.

Chart 2. Units of analysis, categories, and indicators of the project

CHAPTER 4: PEDAGOGICAL INTERVENTION AND IMPLEMENTATION

4.1 Introduction

This proposal emphasized on the use of YouTube in the classroom as a didactic tool in an EFL classroom as a way to enhance students' oral fluency and their motivation towards learning a second language. The proposal below is divided into three phases where the process started with getting students familiarize with different types of videos (new vocabulary, expressions and information) and ends up with the opportunity to let students provide their points of view about important topics happening around the world.

4.2 Vision of learning and language

4.2.1 Vision of learning

Based on what was previously mentioned, for this project the vision of learning is centered in the student itself. According to Bruner (1986) Learning is a process considered active in which ideas or concepts are created by the student based on the knowledge that he has. For this research, is important the student's active role, their engagement and their attitude towards the learning process, also their proficiency and familiarity with the target language in order to develop more clear ideas.

4.2.1.1 Collaborative learning

Furthermore, Harasim, Hiltz, Teles and Turoff (1995) cited by Resta & Laferriere (2007) state that collaborative learning is a procedure where individuals work together to conceive meaning, scrutinize a problem, or enhance an ability. For this project, this vision is useful in terms of teaching students to work jointly and learn from each other's ideas and abilities. Learning how to work in a collaborative environment students can develop a sense

of responsibility and respect of other's opinions understanding that each one of them is a different world but every voice is worth it and important.

Oxford (1997) remarks that collaborative learning is the development of awareness and expertise in a social context which boost the assimilation of culture in different individuals. The importance of culture and context is also highly relevant for this research, because through learning a second language not only students can have a more complete outlook of society and how to carry themselves abroad, but also, creating an awareness of their own culture and the value of it in their social contexts.

Moreover, Panitz (1997) catalogued many different advantages that can be contemplated using group work such as reducing anxiety and fostering relationships. Based on this, collaborative learning is a good method to enhance student's fluency through interaction in small groups, that way reduce their stress in the moment of speaking creating an appropriate English learning environment where students build academic relationships among them that allow them to grow altogether.

4.2.2 Vision of language

Based on Chomsky (1979) Language main purpose is the statement of thought, according to this, language in this research is taken as the way students have to express their opinions and ideas to communicate them not only to their peers and teacher but also outside the classroom. For that reason, a communicative environment is appropriate in order to develop a suitable learning process.

4.2.2.1 Communicative language learning

Following the previous idea about learning this project is based on communicative language learning, according to Brown (2000) CLL has several characteristics but for the purpose of this project it is centered on two of them.

The first one “Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in the language use.” (P 43) One of this project’s objective is to enhance student’s fluency without focusing exclusively in accuracy. Together they help the students to develop their ideas in a clear way.

Lastly, Brown (2000) mentioned “The role of the teacher is that of facilitator or guide. Students are encouraged to construct meaning through genuine linguistic interaction with others” (P 43) The role of the teacher in this project is a content facilitator and a guide promoting communication among the students. His primary function is to engage students in the learning process and then allow them to interact among them, having the opportunity to give and receive content.

4.2.3 Expected results

This project is thought to enhance students’ oral fluency and motivation through class interaction activities based on YouTube videos. To accomplished it, students participate on several activities where they watched different videos and based on those they start to provide their points of view to their teacher and their peers using vocabulary and expressions from the video. The expectations for the students are to communicate and understand ideas in the second language using the vocabulary and expressions learnt

through videos seen in class and at home, also by teacher and peer interaction. To the end of the project the students are going to deal with communicative situations which let them get and provide information spontaneously.

4.2.4 Role of the teacher and student

4.2.4.1 Role of the teacher

According to Dillenbourg (1999) in the collaborative learning methodology the role of the teacher is key. Its role is a content facilitator and a guide, promoting communication among the students and giving constructive feedback. During the class, knowledge is built based on both parts' experiences. The students learn from the teacher and the teacher learns and improves his labor thanks to the interaction with the students.

4.2.4.2 Role of the student

For the development of this project it is important the student's active role, their engagement, and their attitude towards the learning process. Dillenbourg (1999) remarks that classes are not teacher centered, for that reason it is important student's participation and engagement in the activities. Also, it is crucial that students understand the importance of collaborative activities and how peer interaction is helpful in the learning process of them as individuals.

4.2.4.3 Activities

The activities carry out during this project were focused in the use of YouTube's videos as didactic resources in order to enhance motivation and oral fluency by promoting teacher and peer interaction using as the main topic the information in the videos. The activities were divided into three phases:

The first one *Enhancing motivation* was about get students familiarized with YouTube as a common and motivational resource in class. Providing them with different type of content that is interesting and connect it to the class topics showing them that it is possible to learn English not only inside the classroom but outside of it as well using different tools.

The second one *Planning ideas and be prepared to speak* was about teach students to explain their thought or ideas using simple but clear and accurate sentences instead of using complex structures that they do not know yet. Also, to gain confidence planning their ideas before speaking and to be more precise about the information that they want to deliver.

The last phase *Provide arguments towards topics close to their personal experiences* was focused on contextualize students about real life problems giving them the opportunity to express their points of view and give arguments using new vocabulary or expressions learnt during the class.

4.2.4.4 Resources

The materials needed for this project were a flat screen TV, a laptop and a flash drive as the technological components. On the other hand, questionnaires about the videos, notebooks and the text book were required as well during the three phases of the project.

4.2.4.5 Evaluation

The students were evaluated in each session with feedback given by the teacher but instead of delivering a knowledge measurement the teacher used a participation grade encouraging students to feel free to talk and give their opinions, as a result they will be gaining more confidence to speak more and more and also an important grade for the course.

4.3 Instructional design

4.3.1 Implementation and planning

4.3.1.1 First phase: August – September 2016

Enhancing motivation

DATE	ACTIVITY	CATEGORY	INDICATOR	LEARNING OBJECTIVE
13/08/2016	SPORTS Colombia VS USA	Fluency development	Students can interact with the teacher and their peers	To compare the sports that are practiced by people from a different country with the ones of his own country
27/08/16	MTV CRIBS Famous people and their houses.	Fluency development	Students can communicate with each other in unrehearsed activities.	To practice the use of comparatives and superlatives with real life examples
10/09/16	Famous Landmarks of today.	Motivation enhancement	Students search videos at home and talk about them in class using new vocabulary and expressions.	To talk about famous places to visit all over the world.
24/09/16	Bonnaroo: A music festival experience.	Motivation enhancement	Students provide their point of view about the video according to their own personal experiences.	To write about music tastes. Compare and discuss about them.

Chart 3. First phase implementation

During the first phase the teacher-researcher presented different types of videos for the warm up of the class giving the student an outlook of the main topic to be worked on class also a variety of vocabulary which is written on the board to be clearer for the students. Based on the videos the students give their opinions to each other, also they linked the content of the video with the grammar topics taught by teacher. The peer interaction

was unrehearsed, and the teacher monitored the process giving feedback about mistakes in the moment of speaking.

4.3.1.2 Second phase: October- November 2016

Planning ideas and be prepared to speak

DATE	ACTIVITY	CATEGORY	INDICATOR	LEARNING OBJECTIVE
8/10/16	Family vacations	Fluency development	Students can communicate with each other in unrehearsed activities.	To talk about plans for the holidays
29/10/16	Halloween history: fun facts.	Motivation enhancement	Students provide their point of view about the video according to their own personal experiences.	To share past experiences about Halloween
05/11/16	Nowthisisliving (Vlog)	Motivation enhancement YouTube as a didactic tool	Students comments about the video if it is useful or not for them.	To plan how to vlog in public.
12/11/16	Brent river and Juanpa Zurita (challenge)	YouTube as a didactic tool	Students engage more in class after watching videos.	To plan different questions about English grammar and use them in a challenge with a peer.
19/11/16	Tyler Oakley (tags/tutorials)	Motivation enhancement	Students search videos at home and talk about them in class using new vocabulary and expressions.	To be engineers. Make a tutorial on how something is made.

Chart 3.1 Second phase implementation

In the second phase students started to plan their final oral project which consisted on being YouTubers. They had to do tags (types of videos that are very popular) challenges, or vlogs (blog that contains video content) and edited like their favorite YouTubers. They could interact with family and friends as well. For the preparation, the teacher-researcher presented several videos in class in order to provide examples. The teacher focused on how the naturality at the moment of speaking was important. During the last 40 minutes of each class the students show drafts of their script, talked about their ideas for the video and asked questions about pronunciation and expressions useful for their videos. They did a final presentation for the teacher before recorded the video at home.

4.3.1.3 Final phase: February - March 2017

Provide arguments towards topics close to their personal experiences

DATE	ACTIVITY	CATEGORY	INDICATOR	LEARNING OBJECTIVE
18/02/17	Body shaming	YouTube as a didactic tool	Students engage more in the class after watching videos.	To create an awareness about a common problem in teenagers.
25/02/17	Supersized kids: Eating disorders	Fluency development	Students can interact with the teacher and their peers using vocabulary and ideas from videos seen in class.	To talk about eating habits and daily routines.

04/03/17	Women's rights	YouTube as a didactic tool	Students comments about the video if it is useful or not for them.	To express the importance of social media for learning different cultural aspects
11/03/17	Feminism	Fluency development	Students can provide their point of view about a topic to the teacher using ideas previously organized.	To learn about equal rights. To compare women in the past vs women nowadays.

Chart 3.2 Third phase implementation

During the last phase of this project's interventions done earlier in 2017 the population of the project change to nineteen girls and one boy, thus the teacher did three activities based in common problems that teenagers have to face in their daily bases: eating disorders, body-shaming and women's rights. The lessons were divided in three parts. The first one, a brief warm up monitoring students' knowledge about the topics and explaining the questionnaire about the video. The second part, watch the videos and answer the questionnaire organizing simple ideas and the last part was to use the information previously organized to talk about the video with the teacher and their peers. This was a controlled interaction where the teacher mostly elicited the questions in order to have students' point of view about the topics.

CHAPTER 5: DATA ANALYSIS PROCEDURE

Along this process due the Centro de Lenguas syllabus and external factors there were some modifications in the interventions. The teacher researcher decided to mix the syllabus with the project interventions during the first two phases; but, during the last phase the interventions leaned into a cultural and social awareness promoting a critical thinking in the students.

During the implementation of this project is important to mention that there were some limitations and difficulties. The biggest limitation was the use of the television sets offered by the university. For this project's implementation, the use of technology was very important and the Centro de Lenguas has just some TVs for a lot of teachers, also the university has just a few classrooms with televisions on them. The teacher-researcher had to carry the TV through the university to the classroom but that did not guarantee the success of the implementation. Some of the TV sets did not read MP4 files or did not recognize the laptop connected to it.

Furthermore, the biggest difficulties during the implementations were students' behavior and attitude towards some activities (use of their smartphones or talking to each other) which sometimes allowed indiscipline or lack of focus on the videos and difficulties with the data collection procedure. One of the instruments for this task were recordings, thus when students did not want to be recorded they stopped their interactions for a moment or asked the teacher why the procedure was necessary.

On the other hand, due to the Centro de Lenguas syllabus and its timetable for the activities carried out during the semester the teacher researcher organized the project on three phases. The first interventions were done after the students' break; but, their attitude

was not the best and they were lazy. For the second and third phase the interventions were in the first hour and a half and there was a noticeable improvement in students' attention. Lastly, the achievements show the expected use of the target language by most of the students and the increase on their class engagement by participating more and more in each session, also, students' interaction among them and with the teacher improved.

5.1 Category 1: Fluency improvement

5.1.1 Indicator 1: Students can communicate with each other in unrehearsed activities.

The elements interpreted below were collected through the audio-recordings (Annex 10) of the unrehearsed conversations among students during two different sessions. The following audio transcript belonged to a specific conversation of three students.

<p>Student 3: <i>oh yes! bring images of boys of Orlando [laughs]</i> Student 2: <i>You say pictures no images buuu. Pero si traiga [laughs]</i> Student 1: <i>Of course! I'm going to use my dad's camera..</i> Student 3: <i>I have a cousin what lives in Orlando. She say to me things about boys, they are different than here.</i> Student 2: <i>Teacher! How do you say "yo he escuchado eso?"</i> Teacher: <i>I've heard that</i> Student 2: <i>Thank you! I've heard that too! Boys in America are super cute. I want to learn English y levantarme uno [laughs]</i></p>
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Transcript 1. Second phase, intervention #5 (08/10/16)

Based on the transcript is possible to see how unrehearsed and natural conversation are evident when students have low affective filters. Laughter is sign of being comfortable and relaxed. As it was previously mentioned in this document teachers should promote a safety and friendly learning environment lowering affective filters thus students can develop their abilities in a better way and see the process as something enjoyable and meaningful instead of forced or mandatory.

According to Hawkes (2012) cited by Ellis (2006) Unrehearsed and spontaneous language used in the classroom means unconscious language in which learners do not pay attention on form only to the communicative action and that is what was evident during this project intervention where students just wanted to express their ideas to each other using mainly the target language but supporting them by words or expression in their mother tongue or asking for translation to complete the message.

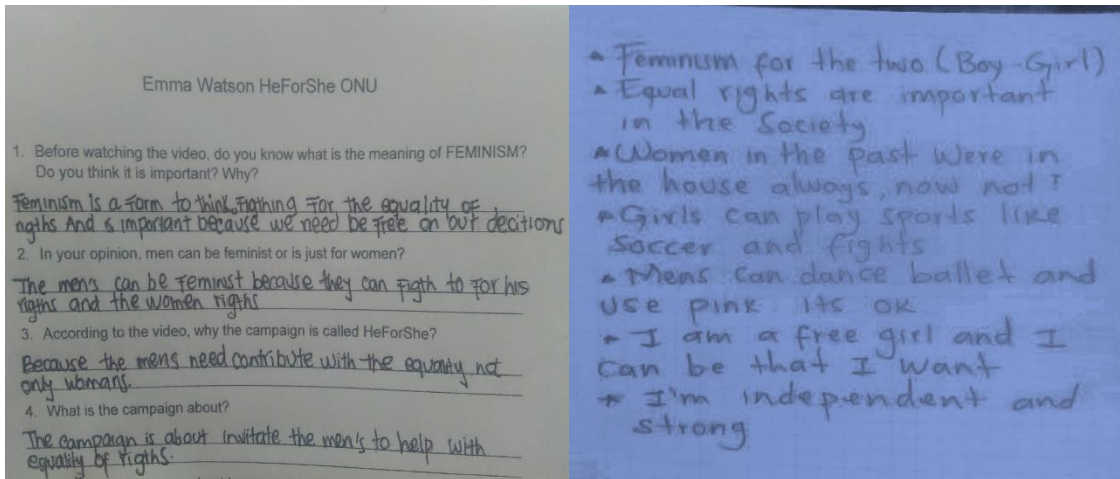
During the session, the topic was about plans. The students show good results in general considering that they communicate to each other most of the time in the target language, they used Spanish when they did not know how to express something or decided to ask the teacher for vocabulary and continue the conversation. Furthermore, they did not plan their answers and hold interesting conversations among them. Thanks to the audio recordings the researcher was able to notice that students do hold spontaneous and unrehearsed conversations in class if the main topic is interesting to them and they can relate to it. They deliver their ideas and thoughts in a simple yet explicit way.

In conclusion, this indicator shows positive results in the students. Displaying that if there is an interesting topic and a good class environment students 'performance can be very good without the need of a controlled practice or drill with the teacher. Students are capable of communicate ideas and hold unrehearsed conversations using the target language.

5.1.2 Indicator 2: Students can provide their point of view about a topic to the teacher using ideas previously organized

In order to analyze this indicator, the researcher used two data collection instruments. Audio recordings and artifacts of the third phase, intervention # 13. The last

phase of the project as it was previously mentioned, was about creating a social awareness towards teenagers' common problems nowadays. For this activity students planned ideas and arguments based on some questions proposed by the teacher and then provide their point of view.



Artifact 1.

Artifact 2.

What does Feminism mean? Intervention #13 (11/03/17)

The artifacts (Annex 11) collected by the researcher allowed the researcher to see the way students organized and prepared their ideas. In the artifact 1, the researcher realized that having questions as a reference for the topic was a good warm up for the activity thus the students could get involved in the topic and have a general outlook about it answering each question with their own perceptions and their own words. Artifact 2 showed that students organized their ideas by picking up the main concepts or the aspects that they found interesting to them which helped them to provide their arguments towards the topic in a better way.

The transcript below show an interaction between one of the students and the teacher. The audio recording is from March 11th, 2017.

Teacher: *What is your opinion about women now vs women years ago?*

Student: *women now can do many things. Before... was difficult.*

Teacher: *What kind of things can they do? Why it was difficult before?*

Student: *They can play sports like soccer and volleyball and boxeo. Before, they...mmm...always in house with children. Now they work and have money.*

Teacher: *What kind of women would you like to be in the future?*

Student: *I want to be free. Do what I want and study in the university and work. Is important equal rights in the future teacher.*

Transcript 2

In the transcript above the teacher had a conversation with one of the students. She prepared her ideas beforehand and was involved in the topic that it was going to be discussed. According to Krashen (1988) the idea on how low anxiety settings and interesting input that involves the student can have a decisive impact in his production in the second language becomes relevant in this project when students feel less pressured having ideas prepared in advanced, have supporting details, ideas and vocabulary that are useful for them at the moment of speaking.

Based on the different interactions between the teacher and the students it was possible to see that they feel more comfortable when they have some outlines of what they want to say. The previous artifacts and the transcript above correspond to the same student. She did not hesitate too much at the moment of speaking and did not use Spanish. Instead, she used simple sentences or phrases that helped her to deliver a clear message based on the organization of her ideas previously done. To test students' performance the researcher used a rubric (Annex 8)

To conclude, the balance for this activity was very positive, students answer the questions proposed by the teacher and got involved in the discussion about feminism. It was a new topic for them but they were able to provide their point of view about it, their

thoughts, misconceptions and personal experiences. Also, students were more aware about the important of equal rights in the society.

5.1.3 Indicator 3: *Students can interact with the teacher and their peers using vocabulary and ideas from videos seen in class.*

As in the previous indicators the researcher used different data collection instruments. Audio recordings and an excerpt from the field note of that class are the ones that helped the teacher to analyze if the indicator was achieved or not.



Image 1. Peer interaction in a different classroom setting

The researcher noticed that peer interaction was successful when the classroom was organized different from the common setting, also, allow the students to feel more relaxing towards the class and therefore they interact more with each other and with the teacher. The common rows in a classroom do not propitiate much peer interaction, a simple change in students' space improved their participation and attitude.

The following excerpt from the field note show how the teacher perceived the learning environment and how the class was developed.

“[...]it is a good idea to bring a video with Spanish subtitles so the students can take notes easily, also it is important to write unknown and important vocabulary on the board so they can ask questions about it and use it on their interaction....”

It is important the level of trust between them and I. I am the teacher but I make jokes, I laugh with them and when we interact I also talk about my personal experiences and that holds the conversation longer. I pay attention to what they have to say whether I agree or not but they feel that their opinion is valid....”

Field note. Third phase, intervention #11 (25/02/17).

As it is presented on the field note, the learning environment played an important role during students’ performances in class not only among them but with the teacher. The topic in the video was the focal point to start the interaction, students used new vocabulary and expressions learned through the lesson to delivered a more complex message using the target language most of the time.

However, is important to mention that sometimes the interaction took a different way and students change the topic and started to use more Spanish rather than the target language but in general when the topic was on track they had good performances as it is noteworthy in the following transcript from the third phase, intervention #11.

Teacher: *so, if you have to choose between Colombian and American food which one would you pick?*

Student 1: *I would pick Colombian teacher. My mom makes beans and meat very delicious!*

Student 2: *My mom does pasta with...albondigas?*

Teacher: *Meatballs. But pasta is not Colombian food, it’s Italian.*

Students 2: *oh yes! Meatballs! Ush I like that, but teacher the pasta is make here so it’s Colombian. La sazón teacher la sazoon!*

Student 1: *[laughs] teacher he’s right. Colombian moms cook very good*

Transcript 3

In the previous transcript is possible to see that students used ideas from the video and were able to interact with teacher and among them, also to defend their point of view

using valid arguments for them. According to Adams, Iwashita, & Jenefer (2014) the interaction that the teacher promotes in his/her classroom will influence students' learning process in a helpful or unfavorable way. For this indicator, the interaction promoted by the teacher influenced the students in a positive way and enhance their peer interaction.

To sum up, this indicator shows the fulfillment of this project's main objective: To determine the oral fluency improvement through class interaction activities based on YouTube videos. However, is necessary to highlight that even the results were good the researcher knows they could be better in terms of the accuracy in the target language.

5.2 Category 2: Motivation enhancement

5.2.1 Indicator 4: *Students provide their point of view about the video according to their own personal experiences.*

In order to analyze this indicator, the researcher used an excerpt from a student performance and the artifacts done during that intervention. Thanks to these two instruments is possible to say that the balance of this indicator is good. During the beginning of the implementation there were some technical problems, also the classroom was disorganized and that promoted indiscipline in some students interrupting the activity, however the results were better than expected.

Due to the indiscipline, the teacher had to guide the activity with different questions and tasks but thanks to the adaptation of the activity the students enjoyed more the activity drawing and talking about good memories of their childhood, which helped to had their attention during the rest of the class and graded their performance. In the following transcript one of the students explained with a drawing (Annex 12) one of his favorite memories of his childhood and related it with the information learnt in class.

Student: “[...] Here I draw me in my favorite costume. Batman. In the video the man say that people say trick or treat to have candies, here in Colombia is different we don't do pranks. We just ask for candies and sometimes sing but I don't like to do that. My little sister yes...”

Transcript 4

During his performance, the student talk about his personal experience about Halloween and compared it with some facts and information from the video previously watched. The researcher chooses videos with unknown facts about that holiday giving students the opportunity to learn not only a second language but also cultural aspects through it which can be compared with Colombian traditions. The researcher graded aspects such as: delivering of the information, fulfillment of the task in terms of drawing, writing, speaking, and being able to compare information from the video with their own experience about the same topic.

According to Meece, Anderman, LH Anderman (2006) considered that if teachers open the classroom for student's personal experiences related to the topic to be work on, they can increase their academic performance because they feel more connected to it and feel their opinion as valuable. Students have many things to say but most of the time they feel restricted to speak for their peers or the teacher itself. Teaching students to respect others opinion and feel worth it will enhance their self-esteem and their motivation in class.

To wrap up, students' performance on this indicator was better than expected. They got engage with the topic allowing them to express their thoughts and experiences having the video as the main reference for their ideas. The cultural aspect played a key role in students' motivation letting them to see how learning a second language can open the doors for new and interesting information.

5.2.2 Indicator 5: *Students search videos at home and talk about them in class using new vocabulary and expressions.*

As in the previous indicators the researcher used different data collection instruments. To analyze if the indicator was achieved or not audio recordings and an excerpt from the field note of that class were studied.

To begin with, it is important to say that students during the three phases had a task: Search YouTube videos in English about any topic. For the purpose of this indicator they watched YouTubers' tutorials in English, then in class they had to do their own for their peers and the teacher. The balance of the activity is positive in regards of the increase in students' motivation to search strategies and tools on their own in order to be close to the target language, but, in the moment of sharing their information they tend to read or say things by memory which was not the idea of the exercise.

In the transcript below the teacher had a conversation with one of the students after her performance doing a tutorial on how to make a homemade solar furnace.

Teacher: *How was the exercise? Did you like it?*

Student: *Yes, I like to watch YouTubers. With my best friend, we would like to do videos.*

Teacher: *Really? That would be really cool! I'd like that too. Can you imagine a teacher-YouTuber? [laughs]*

Student: *[laughs] yes, you can say experiences with your students. And do tutorials about English classes... We can learn watching your videos.*

Teacher: *Wow! I like that!. I can have you as my guest in my channel [laughs] your tutorial was very good, I really like it.*

Student: *Really teacher? Thank you! I really enjoy doing the presentation.*

Transcript 5

As it is portrayed in the previous transcript, students enjoy the idea of watching videos and even, have thought about doing videos themselves. They feel motivated and search videos at home during their free time which shows the process between an extrinsic

motivation (my demand of searching videos) to an intrinsic one (watching several videos for their own sake) and talk about them not as part of a task but as a spontaneous peer or teacher interaction.

"[...]after monitoring the different groups I realized that they do feel more motivated to learn English when they found something online that calls their attention, they can spend a lot of time watching several videos, however, they feel restrained when they have to do an exercise or a task based on the videos. Sometimes they lose the emotion of watching them for pleasure instead of an obligation for doing something afterwards..."

Field note. Second phase, intervention #9 (19/11/16).

Based on the previous field note the researcher found out that YouTube is in fact a good platform which is useful in the classroom to enhance students' motivation to learn something (in this case a second language) and also a tool where students can be autonomous and learn by themselves looking for things that are interesting to them, but tasks or controlled activities sometimes affects students self-learning process

According to Benabou & Tirole (2003) students have to understand on their own the perception of a task. It requires time for the student to go through the pleasuring phase to the academic one without losing the enjoyment. This statement is the answer to the previous idea where the self- learning process of the students is affected by the tasks but the solution is to give time to the students to get used to the idea that learning can be enjoyable and dynamic.

To conclude, the indicator showed the motivation enhancement in the students causing them to search videos on their own without being a requirement for the class. They started to be more conscious about how much vocabulary and new expressions they can learn through that; but, if there is a controlled practice where they have to use the target language they bring something prepared beforehand instead of doing it spontaneously.

5.3 Category 3: YouTube as a didactic tool

5.3.1 Indicator 6: *Students engage more in class after watching videos.*

To being able to analyze this indicator the researcher paid attention to every intervention to see if the students' engagement increased with the use of videos or not, thanks to the field notes of the class the researcher conclude that this indicator was successfully achieved during the three phases. Intervention #10 from the third phase was the most remarkable.

"...During the video, I could see how focused they were with the topic that I choose, I think that they are not familiar at all with body shaming but they felt in some way or another connected to it..."

Field note: Third phase, intervention #10 (18/02/17).

It is important to mention that as it is displayed in the previous transcript the topic of the video plays a huge role in the development of the intervention. For that reason, the researcher used common teenagers' problems and brought them to the classroom thanks to real videos in order to have a discussion and know more about students' opinions. Having their attention is the key to keep them interested during the different sessions and allow the researcher to explore students' abilities even more.

"[...] after watching the video, they answered the questions and I organized the classroom in groups of 3 and 4. To my surprise students were discussing how shocking and interesting the video was for them, how they felt watching it and what are their thoughts about that topic. They used English most of the time, some of them used some Spanish to complete their ideas or ask for their peers help with vocabulary.... After the activity, I started the lesson with a reading comprehension from the text book. Some students volunteer to help me reading and in general their engagement was pretty evident"

Field note: Third phase, intervention #10 (18/02/17).

Considering the previous transcript is valuable to mention how helpful is a collaborative learning environment where students can share ideas and thoughts and help each other to communicate them in the best way possible without having the pressure of

making mistakes. Peer correction is very good to low affective filters in some students and to create connections among them where they can help each other. Students that feel more comfortable speaking tend to enjoy more the class and volunteer to participate in different activities proposed by the teacher such as role plays or reading aloud.

According to Light & Polin (2010) When the task is meaningful and is related to the learning objectives, Web 2.0 tools are helpful to increase communication in ways that strengthen the educational community and foster conversations in and out the classroom. YouTube was the platform that allowed the teacher to connect with the students and know more about them using that relationship to improve its classes and engage students with topics that call their attention, fostering conversations in the classroom but also outside of it.

To sum up, this indicator showed that the didactic tool help students to be engaged not only during the activity but during the whole class allowing the teacher to interact more with them forcing them to use the target language the whole time, to provide ideas and arguments to defend their point of view, to learn to listen to others and respect turns. Those strategies during the interventions were used during the normal classes showing the evident engagement and interest in the class.

5.3.2 Indicator 7: Students provide their point of view about the use of YouTube in the classroom as a didactic tool.

For the analysis of this indicator the researcher used audio recordings and the result of the scrutiny of the artifacts of the third phase, intervention #12 (March 4th 2017) which was a questionnaire about their opinion about the use of YouTube in the classroom (Annex

11) Also, it is important to mention students' good attitude towards this intervention which allowed the researcher to collect enough data for the analysis.

The balance for this indicator is very positive. As it was previously mentioned, the sample for this project were eleven students which provided the researcher their point of view about the didactic tool implemented during the different interventions. In the diagram (Annex 11) is possible to see that the majority of the population thought that YouTube is a very useful tool in the classroom, the others considered it useful and just one student think that its use in the classroom is not very useful. Those results allowed the researcher to see that for the students the three phases using the platform as a didactic tool were worth it, useful and meaningful for them which is highly possible that they keep using the tool in the future not only for learning a second language but also, for different aspects

In the following transcript, the teacher had an unrehearsed conversation during the break with one of the students whose point of view was that YouTube was very useful

Teacher: *Why did you say that YouTube was very useful?*

Student: *teacher because you put videos in class that are cool and I learn about different things.*

Teacher: *and what about English? Do you think is possible to learn it just watching videos?*

Student: *Uy!... I'm not sure...*

Teacher: *when I was 13 years old I started to watch interviews from my favorite bands in YouTube...That's how I learned English.*

Student: *OMG! Really teacher? I think I will do that too. I love YouTube and Netflix and I love series so watching videos during the class and talk is useful and cool. We can learn vocabulary and expressions.*

Transcript 6

During the conversation, the student showed the excitement about the things she used to watch and provide her opinion towards the implementation of YouTube in the classroom, not only outside of it as an external factor but also as a helpful resource to

enhance students' motivation and create a good learning environment that promotes real language content acquisition.

Following the previous idea, according to Bryant, Schonemann & Karpa (2011) the use of technology in class allows students to have an honest interaction where “they can take what they see or listen and apply it to their intellectual and oftentimes, intellectual growth” (pag 54). The purpose of evaluating this indicator was to know if students' opinion was positive towards the platform and in that way students can use it for different purposes as Bryant, Schonemann & Karpa propose, thus YouTube can be seen as an interdisciplinary tool for students.

To conclude, the positive results in this indicator are related to the idea previously cited, where the students perceived the tool as something beneficial not only for academic purposes but also for their inner growth. A tool that is easy to use, accessible for everyone, free, with content in different languages, academic areas and formats such as documental, vlogs, tutorials, animated videos etc. is a good aid for teachers of the 21st century.

CHAPTER 6: RESULTS SUMMARY

6.1 Results Summary

During the analysis section the researcher used different instruments to collect the data to answer each of the indicators mentioned throughout the document. The different results are displayed divided by each category.

Firstly, the results of the three indicators from the category of *Fluency development* showed a positive enhancement in oral fluency due to the different activities done by the researcher, not only during the different interventions of the project, but also in every class. Students were supposed to interact more with their teacher, with each other in unrehearsed activities and with ideas previously organized which throughout the different phases students were achieving each indicator.

However, it is necessary to acknowledge that the results were very positive but they could be better in some of the students. One of the students of the sample who had a low level of fluency improved considerably her level interacting more with her peers and the teacher and participating more in class, but other students who was in an intermediate level of fluency at the beginning of this project remains the same, did not improved or take more risks at the moment of speaking.

Secondly, in regards of *motivation enhancement* the results were truly positive. The students were expected to provide their point of view according to their own personal experiences and search videos at home to be discussed in class. Based on the analysis previously mentioned, students felt completely engaged in the class when they had the opportunity to speak their minds to share these stories, anecdotes and thoughts about a

specific topic or situation, also many of the students had a big transition between extrinsic motivation to an intrinsic one.

Moreover, the learning environment created by the teacher and the students played a huge role for enhance students' motivation. They felt that their voice was valuable but most important, to listen what the other has to say that can help me to learn. Collaborative activities and peer interaction were key strategies that were hand in hand with the didactic tool proposed in this project with the purpose of enhancing motivation.

Thirdly, the indicators of *YouTube as a didactic tool* demonstrate that students engaged more in class after watching YouTube videos and they were able to express their thoughts about the use of this platform as a didactic tool in the classroom. The results were good in regards of engagement and participation, also in term of students' appreciation towards the didactic tool and its use.

YouTube is definitely an easy and helpful tool for students who can search all kind of content having a cultural approach while learning a second language allowing them to have a bigger outlook about the world and their surroundings as human beings. Taking that idea as a reference, students think that it is a valuable tool not only for learning English but also, for other subjects in school. Which means that is an interdisciplinary tool.

Additionally, it is important to remark students' evolution through the different interventions in order to evaluate the indicators proposed for this project taking as a reference the problem statement acknowledge at beginning of this proposal. Students lack of interaction among them and the teacher, their hesitation to speak and provide their point of view and their disinterest and lack of enthusiasm to learn a second language.

Furthermore, considering the previous factors that were intervening in students learning process their improvement is evident in the majority of them. The indicators

showed that the students with low fluency and motivation change their minds and attitudes towards the process of learning a second language, most of the students in and intermediate level improved and some remained the same but did not low their level and the ones with high fluency and motivation presented a good disposition to help their peers and the teacher to sustain a positive energy in the classroom.

CHAPTER 7: CONCLUSIONS

7.1 Conclusions

In order to answer this project's research question, this part of the document pose some conclusions which are attached to the general and specific objectives previously mentioned.

Web 2.0 platforms are good didactic tools in the classroom having in mind students' likes and attitude towards the class in order to choose the appropriate platform and the topic to be taught through it. For this project development YouTube was the suitable platform to be used in the classroom. Students were completely familiarized with it using it on their free time, but not as part of the classroom. Have students' attention to interesting yet fun videos was key to motivate students and show them another side of learning a second language.

The first specific objective was *to analyze the use of web 2.0 as a useful tool in regards of motivation*. This objective was highly achieved throughout the whole project displaying how the correct implementation of a didactic tool in the classroom can make the difference in a learning environment where students are just familiar to learn English with the textbook and the teacher explanation.

In addition, Collaborative learning strategies played an important role during this project's phases of intervention. Students got used to work in groups and be productive, to listen to each other sharing ideas and thoughts around familiar issues that are close to their personal experiences, to accept peer corrections when necessary and feel good about it and enhance leadership in some of the students. Teacher talking time it is important however, with a population of active students was important to give them responsibilities and tasks to

make them feel important and make them understand that the knowledge built in class depends on everyone that is involved on it.

The second specific objective was *to assess the use of cooperative learning strategies in the motivation and oral fluency development*. Consequently, with the previous idea, this objective in terms of motivation was achieved during this project's first phase and keep improving until the end being successfully accomplished. On the other hand, fluency had a slower process where the improvements were few at first but after the end of the second phase the improvement was evident in most of the students.

This study's research main objective was *to determine the oral fluency improvement through class interaction activities based on YouTube videos*. The conclusion for this objective is very positive. Oral fluency improvement is a process which cannot be hurried, each student reacts in different ways to every activity proposed in class and has a different development processes; however, during the three intervention phases it was noticeable the increase of participation and class interaction among the students and the teacher thanks to the different topics seen in the videos.

To end up, not only the language factors are important for this project but also the social aspect, the student as a human being, his motivation and his personal goals. As a researcher, it is important to create a change in the way children are being educated and in that way enhance their learning process. Students are taught to be competitive not to help each other, they are taught to be better than the person next to them instead of having a mutual growth. This project aims to have an educational impact not only in the academic aspect but also in the social one, in order to shape proficient English students which, help each other in the process and learn to work together instead of competing.

7.2 General Recommendations

To conclude this process is relevant to make some suggestions that might be useful for the prolongation of this project that started in 2016-I. In terms of the pedagogical aspect, is important to invite teachers to keep their labor up to date, children evolve every day and keep in track can be hard, however, the use of different didactic tools that engage students can make that task easier in the classroom. In addition, a good and healthy relationship with students helps to reduce negative factors in the learning process allowing the teacher to explore more students' abilities.

Furthermore, the Centro de Lenguas has to take into account the number of students, teachers and classrooms they have in order to provide enough tools to favor more didactic classes using technological aids. Booklets, textbooks and obsolete recorders must be replaced to be up to date in teaching resources providing a better and more meaningful service to the students.

In regards of research, the university has a big problem that has not changed. It requires innovation and new ideas but most of the time they do not support them, instead, common topics or implementations are allowed and supported. A recommendation for the department and the university is to open up the possibilities and topics for research, not only the ones that the tutors or readers are used to work with but also, new areas that make a meaningful impact in Colombian education.

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ANNEXES

Annex 1: Survey

The following survey was applied in order to have the students' characterization.




UNIVERSIDAD PEDAGÓGICA NACIONAL
FACULTAD DE HUMANIDADES
LIC. ESPAÑOL Y LENGUAS EXTRANJERAS
PROYECTO DE AULA

SURVEY

hello! my name is Julieth and today I am going to ask you some questions.

- > What is your name? Ana maria Sanchez
- > How old are you? 13
- > Where do you live? (neighborhood) colina campestre
- > Do you live with your parents? yes no
- > Where do you study? Deaths shule Andino in which grade are you? 9
- > Do you like to study English? yes no
- > Do you listen to music in English? yes no
what are you favorite artists? patron 9
- > Do you study English outside the classroom? yes no
Do you study with someone? Who? yes
- > What is the most difficult for you? speaking listening writing
 reading
- > What activities do you like to do in class? play games listen to music
 drawing group work other
- > Do you like to participate in class? yes no
- > What topics do you like in the class? music movies sports
 fashion famous people other
- > What is your favorite subject in school?
P.E

Thank you!




Annex 2: Field Note #1

School: Centro de Lenguas UPN Student-Teacher: Julieth Hernández Mentor: Nixon Gamba	Date: February 27th 2016 Grade: Kids 11-13 years old Level: Basic 2
<p style="text-align: center;">ACTIVITY (Description)</p> <p>Today's topic is the difference between present continuous and simple present but the teacher does not teach the structure itself</p> <p>The teacher puts more exercises and most of students keep participating,</p> <p>The exercises in the active teach book are about organizing words, look at different images and create sentences in present continuous and simple present.</p> <p>When they finish he exercises they go to page 70, and they complete a conversation using simple present or present continuous.</p> <p>The students finish the exercise and afterwards go to page 73, it is vocabulary about sports, the teacher asks them to look at the pictures and name the correct sport, then he asks them what kind of sport do they practice.</p> <p>To finish the class the teacher leaves homework. They have to complete a conversation about an athlete and her routine for preparing to the Olympics. They have to use simple presents and frequency adverbs.</p>	<p style="text-align: center;">ANALYSIS (Meaning)</p> <p>The classroom has a lot of energy, there are students that are very active and they like to speak but there are many others that do not say anything even if the topic was clear for them, they do not interact and are very shy (low achievers)</p> <p>The students have a positive response to this kind of exercises (the ones in the active teach) They are engaged.</p> <p>They use collaborative learning and peer interaction, however, they use Spanish a lot and they participate in English only when the teacher asks them to do it.</p> <p>All the students are interacting with each other, some are just doing the exercise and others are laughing. With the teacher we supervise the exercise, we check pronunciation and grammar mistakes. Then they have a listening exercise, a radio program about the weather.</p>

Annex 3: Exam

The following exam allow the researcher to identify students' English level, also their biggest difficulties.


UNIVERSIDAD PEDAGÓGICA NACIONAL

LANGUAGE CENTER
 LEVEL: BASIC 2
READING FIRST EXAM
 TOTAL SCORE: 10 POINTS
 FORM A

DO NOT WRITE ON THIS BOOKLET. USE THE ANSWER SHEET

1. Read the messages between Lola and Antonio and answer the questions. (2.0 each)

Lola
Hi Antonio,
How are you today? What are you doing? Lola

Antonio
Hi there,
I'm fine, thanks. I'm in my bedroom at the moment, listening to music and writing to you! I'm bored ... Why don't we do something? Let's go swimming. I can meet you after lunch. Antonio

Lola
I'm not sure. I don't like swimming much, it's too cold! I prefer staying at home when it's cold.
Lola

Antonio
What about watching a DVD at my house? Or how about going to the cinema? The new Harry Potter is on this weekend. Antonio.

Lola
No thanks! I hate Harry Potter! Why don't we play computer games at my house? My brother's got lots of new games. Let's meet at 3 o'clock, OK? Lola

Antonio
That's a good idea. See you later. Antonio.

1. What is Antonio doing?

2. Who is bored?

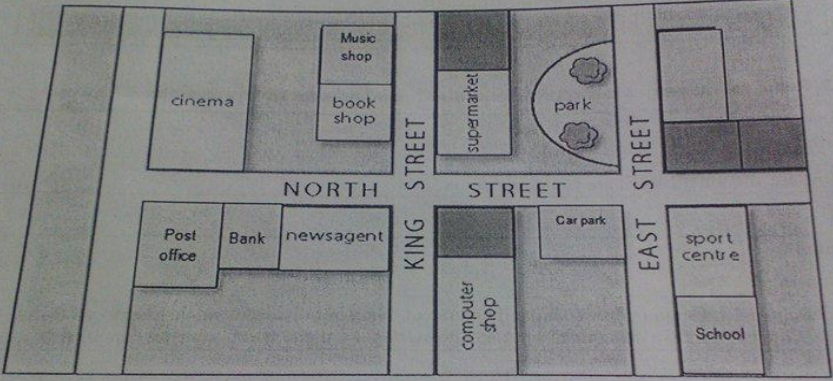
3. What does Lola like doing when it's cold?

4. Does Lola like Harry Potter?

5. Who has got lots of new computer games?

GRAMMAR SECTION

1. Look at the map. Say where the places are. Use the correct preposition of place: *opposite, between, next to, on the corner of.* (2.0 points, 0.5 each)



0 School/ Sports center
The school is next to the sport centre.

1. Car park/ North Street + East Street _____
2. Music shop/book shop _____
3. Bank _____
4. Sport centre/ car park _____



UNIVERSIDAD PEDAGOGICA
NACIONAL
Educadora de Educadores

LANGUAGE CENTER
LEVEL: BASIC 2
WRITING FIRST EXAM
TOTAL SCORE: 10 POINTS
FORM A

NAME: _____ DATE: _____ SCORE: _____

Writing about my free-time activities

Complete the table then write about what Sammy likes doing and what you like doing.

♥♥ = love ♥ = like x = don't / doesn't like xx = hate

Weekend	Sammy	You
• Do homework	xx	
• Go shopping	♥	
• Chat online	♥♥	
• Go skateboarding	x	
• Play computer games	♥	

LISTENING SECTION

1. Listen to the weather forecast and complete the temperature for each city. (4.0 points, 1.0 each)

CANADA Ottawa: _____ °F
THE UNITED STATES New Orleans : _____ °F
AUSTRALIA Adelaide: _____ °F
ARGENTINA Buenos Aires: _____ °F

2. Listen again and answer True (T) or False (F). (6.0 points, 0.1 each)

- It's raining heavily in Ottawa
- In Ottawa some kids are playing in the snow
- In New Orleans most people are playing outside
- Everyone is swimming and sunbathing in Adelaide
- It's a sunny day in Buenos Aires.
- In Buenos Aires many people are watching TV.

Annex 4: Field Note #2

<p>School: Centro de Lenguas UPN Student-Teacher: Julieth Hernández Mentor: Nixon Gamba</p>	<p>Date: March 12th 2016 Grade: Kids 11-13 years old Level: Basic 2</p>
<p style="text-align: center;">ACTIVITY (Description)</p> <p>The class starts after the break, the students arrive to the classroom and they are still eating. The teacher wants 10 minutes for the students to organize themselves, meanwhile he checks the student’s contact information. The class starts and the teacher asks the students to take out a sheet of paper, put their names on it and then, they have to draw food items as if the sheet was a fridge. They practice the vocabulary that they saw the previous class (Food items)</p> <p>The teacher picks up the sheets 20 minutes later, then he gives each student a different sheet, then in its back they should write what is in the fridge using There is and There are (That was the topic they were working on before the break)</p> <p>The students should answer some questions using There is and There are.</p> <p>The food topic is closed and they start a new topic: Imperatives. They have a listening exercise where they practice prepositions of place like in, on, under, next to etc. Afterwards, the teacher does some questions about the conversation that they just heard. He starts to explain the grammar topic itself using the text book as a reference and providing more examples.</p>	<p style="text-align: center;">ANALYSIS (Meaning)</p> <p>Some of the students say that they are there because they have to, just like they have to go to swimming classes or soccer, is something they do to be busy and not be at home, but it is not something that they really enjoy.</p> <p>When students have to answer questions, or interact with each other or with the teacher they are doubtful most of the time and that is evident in the moment of speaking. They do not know what to say, they use Spanish, they hesitate a lot and sometime they remain in silence</p>

Annex 5: Field Note #3

<p>School: Centro de Lenguas UPN Student-Teacher: Julieth Hernández Mentor: Nixon Gamba</p>	<p>Date: March 26th 2016 Grade: Kids 11-13 years old Level: Basic 2</p>
<p style="text-align: center;">ACTIVITY (Description)</p> <p>After the break the teacher keeps explaining the use of verbs of opinion/emotion (how to use verbs with ing ending after those verbs)</p> <p>They open the book at page 74, there are some images of different people saying what they like to do and what they don't. Different students read the sentences, and identify the verbs of opinion/emotion and the use of ing. The teacher starts saying different verbs (hate,enjoy, love, etc) and randomly the students create a sentence with their personal opinion. After the oral practice they have to complete the exercise 6 of the book. They have to work by couples.</p> <p>Some of them answer correctly, others have problems with the use of the ing and providing complete responses. They keep working on that topic by groups, talking about what they enjoy etc</p> <p>The last 30 minutes of the class they do a listening exercise in the webpage lyricstraining.com</p>	<p style="text-align: center;">ANALYSIS (Meaning)</p> <p>The problematic students are participating, Nicolas is not in the class and they are not distracted by him.</p> <p>They ask questions but in general the topic is clear.</p> <p>During the last activity (lyricstraining) they interact with each other and really enjoy the exercise. They are focus when the artist that they like is on the exercise. For me that show that students react in a different way depending on the topic and how it is presented to them.</p>

Annex 6: Speaking activity

The researcher had the opportunity to apply an activity to see students' reaction to the use of YouTube in the classroom and how much they talk afterwards

YouTube video: <https://www.youtube.com/watch?v=AlAyVIE23XA> "Cheating in middle school"

Before watching the video the researcher introduces the topic asking the students if they know what cheating is, then explained it to them and ask them if they have ever done it, if so, how many times?

Afterwards, students watched the animated video and in groups of 3 had to answer the following questions previously written on the board:

- What is the main reason to cheat on a test in school?
- What is the subject in school in which you have cheated the most? Why?
- What is your opinion about tests? are they useful?
- If you were a teacher, what would you do if you caught one of your students cheating on a test? Why?

As it was an experimental activity the researcher just payed attention to the students' performances and attitude. The results were lacking of interaction among them and with the researcher, also the use of Spanish most of the time.

Annex 7: Mentor teacher comments

The following information is the transcription of a short conversation hold with the mentor teacher at the beginning of this project.

Teacher-researcher: *Taking into account your experience with the group, could you give me some pieces of advice on what would be good to work with them?*

Mentor teacher: *As you could see in the results of the exam the grades in general are good. They are a very good group to work with I must say. But I consider that their biggest problem is related to speaking.*

Teacher-researcher: *They don't speak too much in English during the class, right?*

Mentor teacher: *The problem with the students is that they are not very fluent, I know that they can speak and have some bases and vocabulary...but their sentences are completely cut most of the time or they use a lot of Spanish when they speak even though I speak the whole time in English....I think that would be an interesting aspect that you can explore in your project.*

Annex 8: Rubric

The researcher chose the aspects to evaluate having as the main reference the speaking rubric by Pearson.

<i>ASPECTS TO EVALUATE</i>	ACHIEVED	AVERAGE PERFORMANCE	NEED IMPROVEMENT
<ul style="list-style-type: none">• Uses a variety of vocabulary and expressions• Uses a variety of structures with only occasional grammatical errors• Speaks smoothly, with little hesitation that does not interfere with communication• Stays on task and communicates effectively; almost always responds appropriately and always tries to develop the interaction• Pronunciation and intonation are almost always very clear/accurate			
			
			
			

Annex 9: Transcripts

Transcript 1: second phase, intervention #5

Student 1: *I'm going to Orlando in November*

Student 2: *Really? Wow! Are you going to the parks of Mickey mouse?*

Student 1: *Yes! But I want see boys jajaja*

Student 3: *oh yes! bring images of boys of Orlando jajaja*

Student 2: *You say pictures no images buuu. Pero si traiga jajaja*

Student 1: *Of course! I'm going to use my dad's camera..*

Student 3: *I have a cousin what lives in Orlando. She say to me things about boys, they are different than here.*

Student 2: *Teacher! How do you say "yo he escuchado eso?"*

Teacher: *I've heard that*

Student 2: *Thank you! I've heard that too! Boys in America are super cute. I want to learn English y levantarme uno jajajaja*

Student 1: *Yes! We have to learn English fast jajaja*

Transcript 2: Third phase, intervention #13

Teacher: *Is it clear the idea of equal rights?*

Student: *Yes teacher! I did not know nothing about that but now yes*

Teacher: *That's good! And what is your opinion about women now vs women years ago?*

Student: *women now can do many things. Before... was difficult.*

Teacher: *What kind of things can they do? Why it was difficult before?*

Student: *They can play sports like soccer and volleyball and boxeo. Before, they...mmm...always in house with children. Now they work and have money.*

Teacher: *What kind of women would you like to be in the future?*

Student: *I want to be free. Do what I want and study in the university and work. Is important equal rights in the future teacher.*

Teacher: *And how is the environment in your house? Your parents allow you to be free or they have some restrictions?*

Student: *They don't have problems with girls and boys. I play soccer on Sundays and my parents go with my little brother. I wear pants all the time because are comfortable and they don't make me put dresses.*

Transcript 3: Third phase, intervention #11.

Teacher: *so, if you have to choose between Colombian and American food which one would you pick?*

Student 1: *I would pick Colombian teacher. My mom makes beans and meat very delicious!*

Student 2: *My mom does pasta with...albondigas?*

Teacher: *Meatballs. But pasta is not Colombian food, it's Italian.*

Students 2: *oh yes! Meatballs! Ush I like that, But teacher the pasta is make here so it's Colombian. La sazón teacher la sazoón!*

Student 1: *jajajaja teacher he's right. Colombian moms cook very good.*

Teacher: *jajaja I know! In my case I love chicken. I eat chicken every day, prepared in different ways and I never get tired of it.*

Student 2: *teacher no! I love meat, meat is better than chicken.*

Student 1: *Actually, I like the two. I love to eat so much jajaja but I prefer meat than chicken, sorry teacher.*

Teacher: *I was going to invite you to have lunch but now I changed my mind, bye! Jajaja*

Transcript 4: Third phase, intervention #6

Student presentation of his favorite Halloween costume and his experiences celebrating that festivity.

Student: *Good morning, well Here I draw me in my favorite costume. Batman. In the video the man say that people say trick or treat to have candies, here in Colombia is different we don't do pranks. We just ask for candies and sometimes sing but I don't like to do that. My little sister yes because she's younger than me, she's 7 years old. She likes to wear princess dresses for Halloween but I prefer super heroes or ninjas. I walk in the street in the night with my friends of school and we eat candies and eat pizza and drink soda. I enjoy see the costumes and be happy with friends celebrating. Thanks.*

Transcript 5: Second phase, intervention #9

Teacher: *Congratulations! It was a really good performance, you have improved a lot since basic 2.*

Student: *Thank you teacher! I am studying and practicing sometimes with my mom or my older brother.*

Teacher: *That's really good, practice and use English as much as you can outside of the class.*

Student: *Yes, I'm going to do that.*

Teacher: *How was the exercise? Did you like it?*

Student: *Yes, I like to watch YouTubers. With my best friend, we would like to do videos.*

Teacher: *Really? That would be really cool! I'd like that too. Can you imagine a teacher-YouTuber? Jajajaja*

Student: *jajajaja yes, you can say experiences with your students. And do tutorials about English classes... We can learn watching your videos.*

Teacher: *Wow! I like that!. I can have you as my guest in my channel jajaja your tutorial was very good, I really like it.*

Student: *Really teacher? Thank you! I really enjoy doing the presentation.*

Teacher: *I'm happy to hear that. I hope you keep enjoying the tasks, as you can see the results are much better and I'm proud of that.*

Student: *yes, you are right.*

Transcript 6: Third session, intervention #12

Teacher: *Hey! Did you like the activity?*

Student: *Yes teacher, it was interesting and Katherine and I didn't know many things and the video show a lot of information.*

Teacher: *And the videos were difficult to understand?*

Student: *Some, because they speak fast and the accent was difficult.*

Teacher: *Why did you say that YouTube was very useful?*

Student: *teacher because you put videos in class that are cool and I learn about different things.*

Teacher: *and what about English? Do you think is possible to learn it just watching videos?*

Student: *Uy!... I'm not sure...*

Teacher: *when I was 13 years old I started to watch interviews from my favorite bands in YouTube... That's how I learned English.*

Student: *OMG! Really teacher? I think I will do that too. I love YouTube and Netflix and I love series so watching videos during the class and talk is useful and cool. We can learn vocabulary and expressions.*

Teacher: *Exactly! You have to take advantage the things that you like or that you are interested in and use them to improve your English level.*

Student: *That's a good idea teacher, my cousin say to me that he learned listening music all the time... watching videos is similar right?*

Teacher: *Yeah! And it's cooler than learning with a book jajaja but sometimes you need both things: the fun one and the other one... the boring part jajaja*

Annex 10: Field notes used for the analysis of the interventions

It is important to mention that these field notes are different from the ones used in the observation phase because during these last ones the role was teacher-researcher, thus the field notes are how the learning environment during the interventions was perceived.

School: Centro de Lenguas UPN Teacher-researcher: Julieth Hernández Group: Kids 11-13 years old	Level: Intermediate 2 Date: 25/02/17
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Today's class is divided in two. First I am going to do my project's intervention and after the break pages from the text book. However, the main topic of both activities is related thus I can take advantage of that.

Today's video is called "*Our supersized kids*" and is about American children with obesity. I put the video and realized that it is a good idea to bring a video with Spanish subtitles so the students can take notes easily, also it is important to write unknown and important vocabulary on the board so they can ask questions about it and use it on their interaction. After the video students answered the questions that I wrote on the board, I made groups of 3 or 4 students and realized that they were discussing the video's main idea: Eating habits. They used the target language most of the time and they keep talking even when they saw me approaching to the different groups.

It is important the level of trust between them and I. I am the teacher but I make jokes, I laugh with them and when we interact I also talk about my personal experiences and that holds the conversation longer. I pay attention to what they have to say whether I agree or not but they feel that their opinion is valid which makes the class more pleasant not only for them but also for me as the teacher. I feel comfortable with them, talking and laughing and using that in my favor to teach them.

After the intervention, I started the class with pages 66 and 67. I explained the parts of the menu and give them examples also they had to create in groups their own restaurant. After the text book activities, I talk to some of them about Colombian and American food. I finished the class with a reading comprehension exercise about restaurants in London and New York.

Seconds phase, intervention #9

School: Centro de Lenguas UPN
Teacher-researcher: Julieth Hernández
Group: Kids 11-13 years old

Level: Intermediate 1
Date: 19/11/16

Today was YouTubers' day. I had an activity planned for the intervention and the results were mixed, in general it was a good result however I expected so much more from some of the kids.

Since the beginning of the semester I ask them to search one video per week to discuss it here as a warm up of the class and also to familiarized them with YouTube as an useful tool. For today they had to do a tutorial about something. They had to teach me and their classmates how something is done. I organized students by groups and I walk to each group at least twice. After monitoring the different groups, I realized that they do feel more motivated to learn English when they found something online that calls their attention, they can spend a lot of time watching several videos, however, they feel restrained when they have to do an exercise or a task based on the videos. Sometimes they lose the emotion of watching them for pleasure instead of an obligation for doing something afterwards. I expected something simple but natural however some of them bring the steps of what they were going to say and read them.

After the intervention, students had their break, then came back to the classroom and they had pages about present continuous for future plans. I explained them the vocabulary and do some role plays in order to put into practice the expressions that the book offer. Then I explained the grammar box and put some exercises. Afterwards by groups they corrected each other and check the exercises.

Third phase, intervention #10

School: Centro de Lenguas UPN
Teacher-researcher: Julieth Hernández
Group: Kids 11-13 years old

Level: Intermediate 2
Date: 18/02/17

For today's class intervention, I brought a video about body-shaming, a common problem nowadays and I thought that the students would be interested in it. Halfway through the video I could see how focused they were with the topic that I choose, I think that they are not familiar at all with body shaming but they felt in some way or another connected to it. They talk to each other while watching the video but they stayed in topic the whole time. They really liked the video which made me really happy and aware of the kind of problems are facing nowadays that are not portrayed by any teacher.

after watching the video, they answered the questions and I organized the classroom in groups of 3 and 4. To my surprise students were discussing how shocking and interesting the video was for them, how they felt watching it and what are their thoughts about that topic. They used English most of the time, some of them used some Spanish to complete their ideas or ask for their peers help with vocabulary.

After the activity, I started the lesson with a reading comprehension from the text book. Some students volunteer to help me reading and in general their engagement was pretty evident, they were more talkative and confident of speaking during the class due that I did some role plays and a heads-up game to explote that attitude. After that we finish the class with pages of the text book and left some homework for the next Saturday.

Annex 11: Questionnaire about YouTube and results

Answer the following questions individually and think about your process in the Centro de Lenguas during the different courses.

✚ **What is your opinion about the use of YouTube in class?**

____ **Very useful**

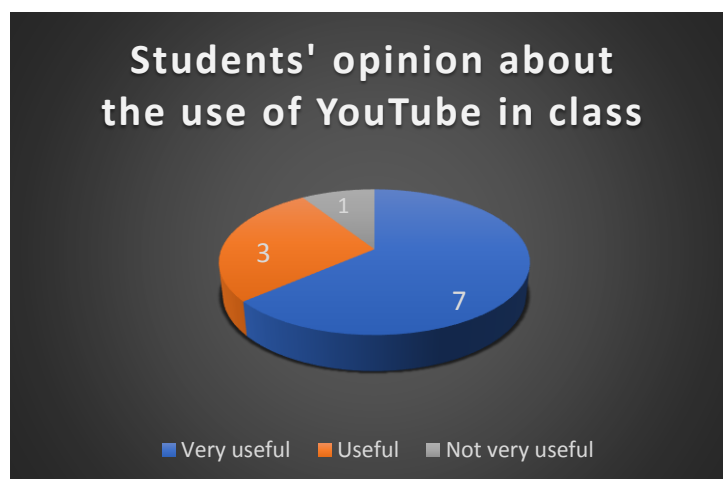
____ **Useful**

____ **Not very useful**

✚ Do you think that YouTube can help you to learn English? Not only in the Centro de Lenguas but also at home? Why?

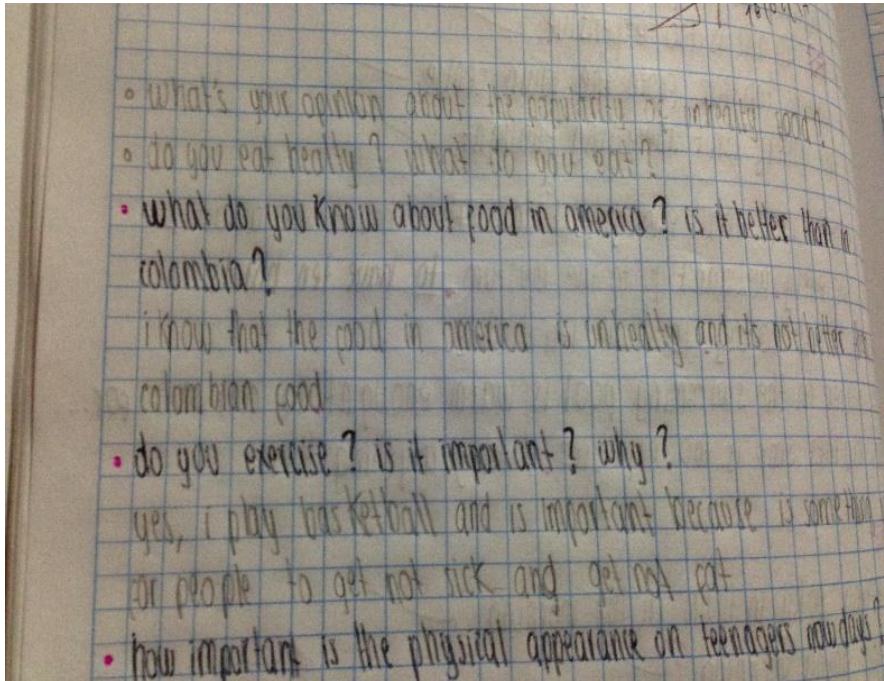
✚ Would you like that teachers from other subjects use YouTube in their classes?

Which subject and why?

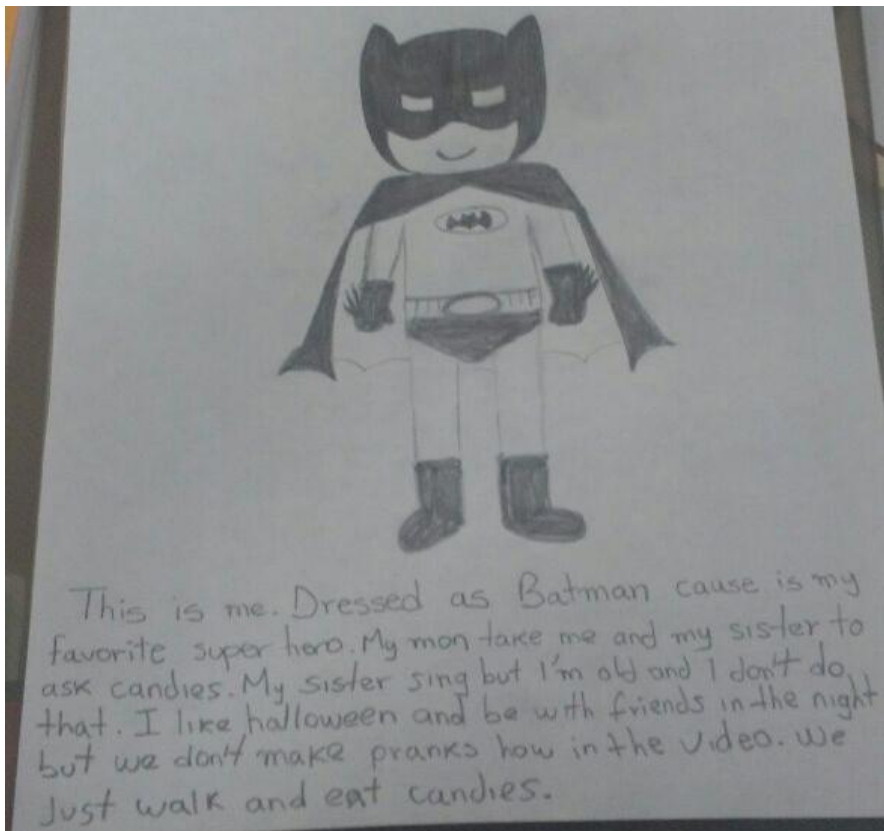


Graphic used in the analysis of indicator 7.

Annex 12: Artifacts



Colombian food vs American. Rehearsed conversation.



Drawing Halloween


5. What does Emma say about her parents and her school teachers?
emma say that her parents -treated same -that her brother
and her teachers never reject her. ~~for~~ because she was a

6. Do you think equal rights are important? Why?
yes, because all deserve equal right in the same
society.

7. Do you think girls have the same/more/less opportunities or benefits than boys? Why?
-the girls need and deserve have the same opportunities
or benefits than boys, because we are same than they.

8. At home or in your school, girls are treated the same way as boy? Is there any difference?
 noriana ← yes, and no. because my dad ~~wants~~ loves more my brother.
 melisa ← yes.

9. By groups, talk about the role of women today vs years ago, schools, home, social media etc. How do you see women? What kind of women do you want to be?
 =



Warm up for the conversation about feminism. Personal opinions.

11

- 1 Remind me, who's happy?
- 2 Yes I'd like
- 3 Can I have an orange juice please?
- 4 No thank
- 5 I'm not sure about it

12

- 1 what shall I wear with it?
- 2 which one do you prefer?
- 3 How does it look?
- 4 It suits you
- 5 It's too tight

Class activity about useful vocabulary to use in a conversation.