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INFORME FINAL DE SEMINARIO DE GRADUACION PARA OPTAR AL TITULO DE LICENCIADO/A EN CIENCIAS DE LA EDUCACION CON MENCION EN INGLES

General Topic: Didactic Innovation in Teaching the English Language in the Skill of Speaking.

Sub topic

- Didactic innovation in teaching the English Language in the skill of speaking focuses on fluency through the creation of a video tour about touristic places in Carazo, with students from the 11th grade at Corazon de Maria high school, located in El Aguacate neighborhood (Jinotepe), in the term from March to November 2015.

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Dedication

Above all we dedicate this thesis to God who has illuminated our minds since the beginning of this process.

Also we dedicate this research to our students and teachers from secondary school that will be the users of this study.

Finally, we dedicate this work to our teachers and parents who are parts of the success of this project.

Acknowledgments

We want to thank God, who is always with us in every moment, leading our steps and our decisions, and He is the only one who helps us to reach our goals and dreams.

Secondly, we thank our parents for all the unconditional economic support, love, and words that helped us to always continue in the major.

Thirdly, we appreciate our professors, who have directly and indirectly helped us during the entire process of this research sharing their knowledge and experience over years with us.

ABSTRACT

The purpose of this research is to provide innovative methodological strategies that can be used by the teacher to encourage oral activities to improve fluency and interaction in the classroom. It will be implemented in the English classroom of Corazon de Maria High School in Jinotepe-Carazo in the academic year 2015 with a population of 11 students in the eleventh grade.

Using different strategies and tools such as class observations, interviews with the teacher and students, a survey and classes that were implemented, the research reveals that is a challenge for the students to achieve fluency in English classroom due to some factors that affect their second language such as a lack of vocabulary, speaking practice, and confidence as well as pauses when they speak, pronunciation, fillers, etc.

Our classes were implemented to 11 students from Corazon de Maria High School and consisted of: short presentations, role plays, music, warm up's related to speaking, and repetitions of short speech in front of cell phone camera. From the results, we could identify that students were enthusiastic with the use of the technology and they got involved to create an excellent final project providing a good speech in the video, collaborating with each other to accomplish a common goal

This is a qualitative research, because we gathered data from the real environment; we observed the problem situation and gave details of the real context. Also it is exploratory, because we used a video recording as a project that is enjoyable and fun to motivate students to develop their abilities and skill through the creations of the video getting everyone involved.

Keywords: Communicative language approach, oral interaction, fluency, strategy, oral communication, speaking, didactic innovation.

General Topic

- Didactic Innovation in Teaching the English Language in the Skill Speaking.

Sub-topic

- Didactic innovation in teaching English Language in the skill of speaking focuses on fluency through the creation of a video tour about touristic places in Carazo with students from the 11th grade at Corazon de Maria high school, located in El Aguacate neighborhood, Jinotepe, in the term from March to November 2015

Introduction

This project contains the results of the application of techniques and methods to improve speech fluency in the English language, applied to students from the 11th grade at Colegio Inmaculado Corazon de Maria in the community of “EL Aguacate” in Jinotepe Carazo.

This research was developed in different stages: introduction, background, problem statement, justification, objectives, theoretical framework, descriptor matrix, methodological design, analysis of data result, conclusions and recommendations.

This research is based on one of the most common problems that students from high school have, which is the lack of fluency. They do not usually speak English fluently according to their level, and nowadays some teachers are not taking advantage of the different communicative techniques and technology to get a certain level of fluency.

In order to get some information about the students’ level and knowledge they have, and identify the factors that affect students’ fluency we used some useful tools like: class observation, interviews and surveys to teachers and students to implement the innovation of our research.

Our didactic innovation consists of the creation of a video where students from Corazon de Maria High School advertised a tourist destination in Carazo. There were some English classes implemented that focused on speaking activities such as: role plays, presentation, games, and music to get to the final part of the project which is the creation and the recording of the video. Thus, it is demonstrated that using technology in speaking activities motivates students to learn English in a fun and communicative way. As a result, they can achieve more fluency when speaking English.

Background

This study was designed for students that have difficulties when they speak, and focuses on fluency which is one of the most common problems students from high school have. It is designed to develop a video tour using the technology we have in order to improve the problem mentioned before.

One of the previous studies we found related to the research is the one presented by Msc. Valerde coordinator from UNAN FAREM-CARAZO, with the project she developed in order to improved fluency and pronunciation with the use of a video recording.

This project was one of the ones that inspired us to work with this topic which is a very common problem. We tried to shows that by using different tools, techniques, activities, and video fluency can be developed.

Students nowadays would rather go online and read about different subjects on a web page rather than go to the library and read many books looking for information that may not be found. On the other hand, second language teachers are using computers more and more, which was observed by the students. According to Harmer (2011), the use of computer in education generally, and in teaching English particularly, increases the learning process at an extraordinary speed. Hence, teachers have to make sure that the computer has all its components, and it must have a big memory to handle the information efficiently (Harmer, 2001).

According to Laniro (2007), authentic materials are printed, video, and audio materials students encounter in their daily lives, such as change of address forms, job applications, menus, voice mail messages, radio programs, and videos. Authentic materials are not created purposely to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic (Laniro, 2007). In other words, authentic teaching materials which are intended as a part of real communication situation and not just for language

learning and language teaching purposes (Sufen, 2006, cited in Ruusunen, 2011). Video is important in educational applications. It is one of the best technologies which provide learners with an opportunity to view and learn in interesting, attracting, and motivating way. According to Sherman (2003:1) authentic video

That is why we believe that video recording is a very useful tool that can help students to improve their fluency. This study focuses on the use of the authentic materials such as: films emphasizes that this kind of videos is mostly motivating and its content can help to advance language learning. According to Chapple and Curtis (2000), films facilitate learners' ability to perform and produce the language.

The benefit of applying videos in learning is that students assimilate better through the visual material. And also students' comprehension of video material is mainly due to the visual clues instead of the auditory components. These clues may be a key support for assisting students to contract with their first language (mother tongue). Finally, when listening to native speakers talking; students become able to comprehend words more easily when utterances are realized by images or actions (Canning-Wilson, 2000).

Harmer (2001) claimed that there is a number of teaching techniques which teachers can use in video-based lessons.

Speaking fluency is an initial and important goal in language teaching. Fluency represents a major element in judging speakers' ability and proficiency in EFL classes. Koponen and Riggenbach (2000, p. 8)

EFL s peaking fluency skills were categorized, according to (Badr, 2008; Romero, 2006; Smith, 2003; Zhang, 2009), as: speaking at a normal speed without stumbling over words and sounds with perfect English, conveying the speaker's message in an easy, clear, and understandable way, using a simple language that suits the listener's level, producing comprehensible sentences with no major complications, exposing ideas calmly and spontaneously, arguing persuasively, organizing the oral production both cognitively and physically,

manifesting a certain number of hesitations, pauses, backtracking and corrections and using gap-fillers correctly.

The teacher in his/her speaking classes should have much more information about the instructional videos. Moreover, instructional videos have certain characteristics, they represent lasting records, they can be collected, edited and recombined, and finally they sustain a set of practices that are very different from traditional teaching. (Brophy, 2008, p. 22)

Some researchers investigated the effectiveness of using instructional videos as a multimedia material in EFL teaching and learning. For example, Hwang (2005) illustrated that video provides (1) simultaneous audio/visual input, and (2) complete and contextualized conversations Yang, Chen and Jeng (2010) examined the effect of integrating video- capture virtual reality technology into physically interactive learning environment for English learning

The incorporation of recent technologies in traditional face- to-face classrooms has changed the way people teach and learn. Consequently, using multimedia-based programs in traditional EFL classes has revealed to be a powerful teaching medium (Harstell & Yuen, 2006; Shephard, 2003)

Problem Statement

Characterization of the Problem:

Many factors may affect the improvement of English students in high school to communicate in a fluid way. It could be due to the lack of interest from students, that English classes do not catch student's attention or that English teachers are not applying any didactic innovation. These are some possible reasons why students are not communicating in a fluid way. It is for this reason that this investigation pursues an innovative idea to catch students' attention which will help them to be fluent when they speak English.

Delimitation of the Problem

This research is focused on the lack of fluency we can find in students from the 11th grade and the implementation of some innovative strategies to improve it. This improvement the teacher can then put into practice in his or her future classes, at ´´Corazon de Maria´´ High School located in el Aguacate" community (Jinotepe), in the term from March to November 2015.

Formulation of the Problem

According to the statements mentioned before, where we find that fluency is one of the main problems that affect students this question is asked: What is the main problem students from the 11th grade have when they speak English in front of the classroom? That is the reason for the creation of a video tour in order to develop fluency and achieve the goal of achieving a higher level of fluency in the students.

Systematization of the Problem

1- What are the main factors that affect students from the 11th grade to speak fluently?

2- Do the students from the 11th grade use too many pauses and fillers when they speak?

3- Do the students from the 11th grade use the proper vocabulary and easy words when they speak in a video recording about touristic places used as didactic innovation?

Justification

At Corazon de Maria High School located in el Aguacate neighborhood (Jinotepe) students from the 11th grade in English class have some problems when they speak English, one of the problem is “lack of fluency”. This problem exists in almost all High Schools in the country; that is why a video tour will be implemented as a project in this research. With these video students from the 11th grade will present a video tour of the touristic places of their city (Jinotepe) through the use images and other resources, having the goal of improving fluency when they speak in front of the classroom

General Objective

- To apply the recording of a video tour to improve fluency in students from high school when they speak English.

Specific objectives

- To identify which factors affect students in speaking fluently.
- Identify the pauses and fillers students use when they speak.
- To apply a video recording about touristic places in Carazo, as a didactic innovation to develop fluency according to their level.

Theoretical Framework

1. Speaking.

According to (Bailey, 2005) Speaking consists of producing systematic verbal utterances to convey meaning. (**Utterances** are simply things people say.) Speaking is "an interactive process of constructing meaning that involves producing and receiving and processing information" (Flores, 1999, p. 1). It is "often spontaneous, open-ended and, evolving" (ibid., p. 1) but it is not completely unpredictable.

For (Bygate, 2003) "Speaking is in many ways an undervalued skill. Perhaps this is because we can almost all speak, and so take the skill too much for granted.
Speaking is however, a skill which deserves attention every bit as much as literary skills, in both first and second languages. Perhaps, then, the teaching of speaking merits more thought."

Wherever you are from around the world there are not right or wrong way to speak, just different ways. (Riddel, 2001), says that "I strongly emphasized to my students that there is not right or wrong way to speak English (in terms of varieties of pronunciation), and that is important for them to not be restricted to "standard" English whatever that is".
Nevertheless (Jones, 1966) mentions that "a good speech have need of pronunciation practice good speech may be defined as a way of speaking which is clearly intelligible to all ordinary people. Bad speech is a way of talking which is difficult for most people to understand. It is caused by mumbling or lack of definiteness of utterance".

(Jones, 1966) define intelligibility "As the extent to which a listener actually understands an utterance or message".

2. Pronunciation

Pronunciation: The way in which a word or letter is said, or said correctly, or the way in which a language is spoken. (Cambridge Academic Content Dictionary)

According to (Celce-Murcia, 2010), “The goal of teaching pronunciation to such learners is not to make them sound like native speakers of English. With the exception of a few highly gifted and motivated individuals, such a goal is unrealistic. A more modest and realistic goal is to enable learners to surpass the threshold level so that their pronunciation will not detract from their ability to communicate”.

According to Jeremy Harmer (Harmer, The practice of English Language Teaching , 1998) says “If students want to be able to speak fluent in English they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. But there is more to it than that. Speakers of English especially where it is a second language will have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational and conversational strategies. They will need to be able to survive in typical functional exchanges, too.”

Is it there where it is difficult for students to be fluent in English, because not all students approach the language in the same way as the others do. That’s why most of the time at the moment they try to express their ideas or deliver a message they are not sure how to say it; when it comes to the intonation or the structure of the sentence. As the statement from the above passage expresses, students’ needs to have good pronunciation so they will feel confident at the moment they speak and they will develop their speaking skill in a fluent way.
(Celce-Murcia, 2010) Mentions two important aspects:

- The findings of phonetics should be applied to language teaching.
- Teachers must have solid training in phonetics

It can be related to what (Riddel, 2001) says, “Teachers need to be aware of how English sounds in order to help students produce the natural pronunciation themselves. It is not really a case of being “correct” but of sounding “natural”. However students can not sound natural unless they have clear models to follow.

(Celce-Murcia, 2010) states, “Learners should be given phonetic training to establish good speech habits”. She expresses that fluency is not far from pronunciation. “This focus on language as communication brings renewed urgency to the teaching of pronunciation, since both empirical and anecdotal evidence indicates that there is a threshold level of pronunciation for nonnative speakers of English: if they fall below this threshold level, they will have oral communication problems no matter how excellent and extensive their control of English grammar and vocabulary might be.”

3. Fluency

(Ridell, 2001) defines fluency thus “In simple terms, fluency is the ability to talk fairly freely, without too much stopping or hesitating to keep going. More than that, it also requires that the listener understand what is being said, so there must be intelligibility and meaning”

According to ENGLISH TEACHING FORUM, (2005) **“**In the communicative approach, fluency takes some priority over accuracy. Basically, being fluent means being able to keep the language coming. There may be mistakes, fillers and repetitions, but there are no unusually long pauses in the flow of talk. In interactive speaking activities you are trying to get your students to communicate their own ideas, opinions and wishes. They are fully aware of the meaning they wish to convey, but the exact content of their message is unpredictable, and you, the teacher, cannot give them the exact language they need to communicate. As a result your students will not always be accurate in their use of the language, but

this is not important, as long as the speakers are able to understand. This emphasis on fluency implies two things:

First, your error correction policy should reflect this emphasis. Particularly in speaking, it is important that you should encourage the risk takers. This is often a simple process of listening to what is said and giving feedback on the message, rather than interrupting to correct pronunciation or grammar. This is not to say that errors should not be corrected, but interactive speaking activities are not the place to do so. You should, however, keep notes of persistent problems and set aside time to deal with them later.

Second, the activities you present should promote fluency. You want to find ways of stimulating your students so that they want to speak, and this wanting to speak overcomes their inhibitions about expressing themselves in English."
As before mention students need to be encourage by the teacher to speak when they are during the learning process for a second language, it could be done by the use of different methods in an innovative way, or doing different activities that will make students feel comfortable in the class. Making mistakes when you speak needs to be understandable by the teacher, everyone does it and the teacher needs to leave students express their ideas and not correct them at the moment they make the mistake one of the most important way to correct students mistake will just give the feedback at the end of the class or do it individually so the student will not feel embarrassed and will be willing to participate in the next activities.

(Jeremy, 2007) Quotes Lewis saying "Lewis propose that fluency is the result of acquisition of a large store of these fixed semi-fixed pre-fabricated items which are available as the foundation for any linguistic novelty or creativity".

Also (Jeremy, 2007) says that "the way in which we respond to students when they speak in a fluency activity will have a significant bearing not only on how well they perform at the time but also on how they behave in fluency activities in the future"

also mention that “our tolerance of error in fluency sessions will be much greater than it is during more controlled sessions.

Repetition has always played a part in language learning; even its efficiency in helping students to transfer knowledge from their short-term to their long memories is not firmly established.

Nevertheless, we suppose that if students think about what they are repeating and try to organize it in their heads; they stand a better chance of remembering what they are learning than if they merely repeat it without thought.
However, one kind of repetition is of vital importance in language learning, and that is the repetition of encounters with language.

“However, repeating something a number of times, one after the other, isn’t especially useful, says (Jeremy, 2007)

What language students need is repeated encounters with language which are spaced-out that is, language which students come back to again and again, with time lapses in between.” (Jeremy, 2007)

(Celce-Murcia, 2010) Exposed two aspects of teaching pronunciation that can helps to develop fluency: **Recording of learners’ production**: Audio and video recordings of rehearsed and spontaneous speeches, free conversations, and role plays. Subsequent play- back offers opportunities for feedback from teachers and peers as well as for teacher-, peer- and self-evaluation.

(Celce-Murcia, 2010) She also provided some fluency-building techniques:
Sometimes in our desire to address specific pronunciation features, we overlook a basic component of intelligibility -fluency. Noting that a lack of fluency can actually interfere with the accuracy of learners' speech patterns, Wong (1987a, 15-20)

offers the following two techniques to boost students' confidence and promote fluency.

Fluency circles: This technique promotes fluency by having learners repeat the same story, anecdote, or response to a speaking prompt in progressively less time. The class is divided in half, and learners, stand up and form two fairly close concentric circles. The inner circle (the designated listeners) faces out and the outer circle (the designated speakers) faces in, thus creating pairs of students that are standing across from each other. Listeners are reminded to exhibit supportive listening behavior. For the first round, speakers are given a time allotment of say, two minutes to tell their story or anecdote. For the second round, speakers move clockwise, gain a new listening partner, and tell the same story or anecdote in one and a half minutes. In the final round, speakers again move clockwise and are now given just one minute to peak. At this point, the teacher asks selected listeners to report on what they have heard. The idea is to give learners multiple opportunities to perform the same speaking task with different partners, gaining fluency (and speed) with each telling.

The teacher then switches the roles of the two circles. This time, the inner circle students are the speakers, and the outer circle students serve a, the listeners. These speakers also engage in three rounds of telling a story or anecdote. As a culminating activity, the teacher can ask students to discuss how their fluency level differed in the three rounds.

(Pearse, 2000) In fluency practice, errors are not usually corrected during activities, although the teacher may bring some errors to the learner’s attention afterwards. Written practice can also focus on accuracy or fluency.

Fluency practice is intended to get the learners to use new items in more natural communication.

In oral fluency practice, the main objective is to get them to use the items in conversations and other communication without hesitation, even if they make mistakes.

But since fluency is about effective communication without much hesitation, you should not interrupt activities too often.

The Cocktail Party provides practice of the present progressive with contrast of 'What do you do? And 'What are you doing? This fluency activity can be repeated from time to time during the course with the learners incorporating new language items in more extended conversations, for example, are you married? And 'Have you been to Paris before?

In fluency practice activities, the teacher can rest assured that the students will not resort to their native language. Task-based problem-solving activities are especially useful in this case because they engage the learners linguistically and cognitively and require them to negotiate a solution entirely in English. This classroom scenario also gives the teacher an opportunity to sometimes focus more intensively on accuracy in speaking because many of the students have ample opportunities for English fluency practice outside of the class. The teacher can also structure specific tasks that require students to go out and use the resources of a native-speaking environment, such as doing a scavenger hunt or language exchange, or interviewing someone and then reporting back to the class. (Krieger)

3.1 Some of the factors affect students to be fluent are the use of Traditional methods such as the Grammar Translation method, the Direct method, the suggestopedia method, and the Silent way method**:**

The Grammar Translation method

(Brown) stated that Prator and Clece-Murcia (1979:3) listed the major characteristics of grammar translation

1. Classes are taught in the mother tongue, with little active use of target language.
2. Much vocabulary is taught in the form of lists of isolated words
3. Grammar provides the rules for putting words together, and instructions often focuses on the form and inflection of words.

4. Reading of difficult classical texts is begun early
5. Little attentions is paid to the content of text which is treated as exercises in grammatical analysis.
6. Little or non-attention is given to pronunciation.

(Brown) Says “On the other hand, one can understand why Grammar Translation remains so popular. It requires few specialized skills on the part of teachers.”

The Direct Method

(Brown) Mentioned that “The basic premise of the Direct Method was similar to that of Goin´s Series Method, namely, that second language learning should be more like first Language learning, lot of oral interaction, spontaneous use of the language, no translation between first and second languages, and little or no analysis of grammatical rules”

Suggestopedia Method

(Brown) **Exposed “Suggestopedia**, for example, was a method that was derived from the Bulgarian psychologist Georgi Lozanov´s (1979) contention that the human brain could process great quantities of materials if given the right conditions for learning, among which are state of relaxation and given over of control to the teacher. According to Lozano, people are capable of learning much more than they give themselves credit for”

The Silent Way

(Brown) Mentioned “the Silent way typically utilized as material as set of Cuisenaire rods-small colored rods of varying lengths-and a series of colorful wall charts” “The teacher provided single word stimuli, or short phrases and sentences, once or twice, and then students refined their understanding and pronunciation among themselves with minimal corrective feedback from the teacher”

3.2 Motivation

According to (Harmer, The Practice of English Language Teaching, 2007) "Motivation is some kind of internal drive which pushes someone to do things in order to achieve something" "In discussions of motivation an accepted distinction is made between extrinsic and intrinsic motivation that is motivation which comes from outside and from the inside"

(Harmer, The Practice of English Language Teaching, 2007) also mentioned that "The motivation that brings students to the task can be affected and influenced by the attitude of a number of people" (Harmer, The Practice of English Language Teaching, 2007) mentioned four statements that are related to motivation: the students goal, the society we live in, the people around us and curiosity.

3.3 Exposure to English

(Brown) defines "**Exposure.** It is difficult to define exposure. One can live in a foreign country for some time but not take advantage of being "with people". Research seems to support the notion that the quality and intensity of exposure are more important than mere length of time. In class time spent focus on pronunciation demands the full attention and interest of your students, then they stand a good chance of reaching their goals"

(Brown) Also asks "Is it appropriate to use the students' native language? As noted above, in second language situations, especially multilingual classes, your use of a students' native language is seldom an issue. In foreign language situations, however it becomes an option. It is important not to let your classes go to excess in the use of the students' native language. The rule of thumb here is usually to restric classroom language, to English unless some distinct advantage is gained by the use of their native language, and then only for very brief stretches of time"

(Harmer, The Practice of English Language Teaching, 2007) Exposed "The teacher is a principal source of useful comprehensible input, then the more time we spend speaking English, the better", "The more they work in English, the better their English will get, and the better English is, the less need we have of the L1 for

reasons of rapport- enhancement or discussion and explanation of learning matters”

(Riddel, 2001) Says “allow a couple of students to start using their language and you will quickly hear loud complaints from the other students, they know that this is not helping their learning”

3.4 Practice

Drills (Brown) States “a question that the new teachers in the field always want to have answer is. Is drilling a legitimate part of the communicative language classroom? The answer is a qualified “yes”. Drills offer student an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty- either phonological or grammatical. Drills are to language teaching what the pitching machine is to baseball. They offer limited practice through repetition”

4. What is didactic innovation?

(Libedinisky, 2014) Express: “The answer to the question of ‘what is didactic innovation?’ is very similar to the answer to the question of ‘what is happiness?’. It is very hard to define happiness. It is very hard to define didactic innovation. But everyone can clearly perceive it when we witness it, we all wish it for those we love, we all search for it constantly, we want to preserve it when we find it, and afterwards we need, we have to, share it with others, like happiness.”

According to the dictionaries, the term “innovation” is made up of three lexical components: *in*-, *nova* and *–ation*. *Nova* refers to renovating, doing anew, changing; it also means novelty, a characteristic of what is new, an unexpected thing; novel, novice. The prefix *in* doesn’t have a negative value here, but instead means entrance, introduction of something new in a preexisting reality. And the suffix *–ation* implies activity or process, result or effect, as well as interiorized or consummated reality.”

The use of didactic innovation involves students participation in a collaborative way, and (Pumilia-Gnarini, 2013) Says “Cooperative Learning” Strategies is a very fashionable term/ concept today in the common perception of teachers it must be a present element, characteristic of any experimentation of innovative teaching.

Generally speaking, cooperative learning strategies are used as a synonym of innovation that pursues constructive and not merely active learning: therefore, innovations that choose bottom up learning styles rather than the reproductive logics of traditional schooling.”

(Jolliffe, 2007) asks, “What is cooperative language? It is important first to establish exactly what we mean by cooperative learning. We could say in essence cooperative learning requires pupils to work together in small groups to support each other’s to improve their own learning and that of others.

Group work

To become cooperative, groups must work together to accomplish shared goals.”

The role of technology has become very important nowadays in schools. As everybody can see the need for computer access in schools becomes even more necessary in this time making of education more attractive for students.

5. A video as Didactic Innovation

According to (Ruiter, 2005) “In most language teaching situations today, there has been move toward a more oral emphasis in lesson planning. There has been a cyclical progression in response to the increasingly oral nature of human communication in the last 50 years with the advent of the radio, the telephone, the television, the computer, video, films, satellite communication, information technology, voice-commanded software, etc.

(Pumilia-Gnarini, 2013) **"**ICT brings new depths to learning" (OECD, 2001, P22) while it is true that ICTs facilitate learning, motivate students and produce more significant learning experiences, according to the OECD, the introduction of new technologies in didactic implies a strategic investment for the development of society membership and has great potential for improving the teaching and learning processes of students at all schools levels."

As far as videos go (Jeremy, 2007) states "A lot can be achieved with just a hand-held camera and a play back monitor"

"The activities in this section suggest ways in which the camera (and/ or the microphone) can become a central learning aid, as a result of which students work cooperatively together using a wide variety of language both in the process and the product of making a video or audio recording" Where sophisticated editing facilities exist and there are trained sound or film personnel on the premises, high production values can be achieved.

6. Getting everyone involved

(Jeremy, 2007) recommends getting everyone involved. Because filming usually involves one camera operator and may be confined to one narrator and one overall director, there is a danger that some students may get left out of the video making process. However, there are ways of avoiding this danger.

- The group: If more than one video camera is available, we can divide a class into groups. That way each member of each group has a function.
- Process: We can ensure participation in the decision-making process by insisting that no roles (such as actor, camera operator, director) are chosen until the last moment.
- Assigning roles: we can assign a number of different roles as in a real film crew. This includes such jobs as clapperboard operator, script consultant, lightning and costumes.

(Gareis, 2000) **“**Most teachers show videos to their classes, but most do not use the technology behind the finished product, such as cameras and editing devices, to its full advantage. Yet student video productions using these devices can be the perfect vehicle for integrating skills practice, authentic communication, and process-oriented group activities at a level of student involvement that is difficult to sustain through other media. Students find video work exhilarating and enjoy watching their own production for pleasure and for analysis of their language skills.

(Gareis, 2000) adds, “Songs recordings and video clips are particularly useful for NNS teachers in EFL. Often in such situations few native speakers’ models are available, and teachers sometimes lack confidence in their ability to teach pronunciation. A final benefit of these types of activities is that besides building pronunciation and grammar proficiency, they also help improve students listening.”

Descriptors Matrix

Specific objectives	Questions guidelines	Specific questions	informant	Tools
To determine which factors affect students to speak fluent.	What factors does the teacher identify in the classroom that affects students to speak fluently?	Do you know what factors affect students to speak fluently?	Teacher	Interview
		What techniques are used by the teacher to improve fluency?	Teacher	Observation
		Do you perform interactive activities?	Students	survey
		Is the class being developed in a communicative environment?	Teacher-Students	observation
Identify the pauses and fillers students use when they speak.	Do the students use too much pauses when they speak?	Is the teacher using speaking activities to assess students' fluency?	Teacher	Observation
		Do the students know that they can use fillers to keep a conversation going?	Teacher	Survey
		Do you practice English outside the classroom? Example: singing, reading a magazine, watching TV.	Students	Survey
		Which difficulties do you have as a when are implementing a speaking activity?	Teacher	Interview
		When you create a role play or presentation do you practice it at different times?	Students	Interview

To apply a video recording about touristic places in Carazo, as didactic innovation to develop fluency according to the students level	Do the students use the proper vocabulary and easy words when they speak?	Is the English implemented in the 11th grade congruent to students' level?	Teacher/Students	survey
		Have you ever use any type of technology in the classroom?	Teacher	survey
		Would you like to use technology in your English class?	Teacher	survey
		Do you think the creation of a video would improve your students' performance?	Teacher	survey
		Would you like to record a video in your English class?	Students	Survey

Methodology Design

This is a qualitative research because we gathered data from real environment; we observed the problem situation and get details of the real context, getting all the information needed to develop this research with real information

This is also an exploratory research because the project was put in practice in the real context in the school through a video recording to motivate students to develop their English skills they have in an enjoyable and fun environment, and getting everyone involved on it.

Analysis of data Results

DATA COLECTION TOOLS

1-Class observation: (UKEssays, 2003-2005) is the purposeful examination of teaching and/or learning events through the systematic processes of data collection and analysis (Bailey, 2001). Classroom observation was also defined as a process by which the observer sits in on one or more classroom sessions, records the instructor´s teaching practices and student actions, and then meets with the instructor to discuss the observations. Therefore, it is a collaborative process. Both the teacher being observed and the observer having significant roles before, during and after the observation process

2-Interview:

According to " (Cohen D, 2006) Interviewing involves asking questions and getting answers from participants in a study. Interviewing has a variety of forms including: individual, face-to-face interviews and face-to-face group interviewing. The asking and answering of questions can be mediated by the telephone or other electronic devices (e.g. computers). Interviews can be structure, semi-structure or unstructured.

3-Survey:

A survey is a detailed study of a market or geographical area to gather data on attitude, impressions, opinions, satisfaction level, etc., by pulling a section of the population.

II-Descriptive Analysis

1. Class Observation

During the first class we could observe that there is a good relationship between the teacher and the students creating a positive environment . Students participated in the class showing a good English level because the class is developed in an English environment. One of the advantages of this group is the number of students they are only 11 students on it. The teacher has a good pronunciation and that's the reason students are able to pronounce well. There was no warm-up because the teacher started checking homework and it was the conclusion of a previous class, but the teacher always focused on English getting all students attention.

There was a rubric implemented and it contains some aspects to consider, such as the different techniques implemented by the teacher to have an interactive class, the environment of the class, and activities implemented during the class development.

2. Interview

We conductive an interview to the students an teacher during the third session of class we had. We conducted the interview to six students where they share opinions about the class and how is develops and how attractive it is for them. In the interview we asked the student six questions where they express the different way of teaching by the teacher, they presented some details on how the teacher develop his/her class and letting us know that they do some speaking activities used that can develop their English, and how those activities are develop.

Some of the activities they mention are: role plays, oral presentations, ask – answer questions, researches, etc.

Most of the students consider they have a good fluency and some of them practice English outside the classroom by singing, watching TV, reading and speaking with friends. Also the teacher shared some useful info about the questions we asked her like: her class is considered as tractive, also the negative factors she mention are lack of interest, lack of speaking activities and fear to speak another language.

3. Survey

The survey was also given to five of the remaining students, where we asked some questions related to the class, especially how they considered the class development. The teacher was also tested with the survey. Some of the questions used in the surveys are:

¿Realizan actividades habladas en el aula?, ¿Encuentran la clase de inglés atractiva?, ¿Realiza su maestra actividades como: presentaciones, trabajos en pareja, en grupo, conversaciones cortas?, ¿Practicas ingles fuera del aula de clase?, ¿Cómo crees que sería la realización de un video en la clase de inglés? And ¿Han usado alguna vez algún tipo de tecnología en el aula de clase?

We got different answers like: they find the English class attractive, they do different activities, some of them practice their English outside the classroom and also they find the creation of a video very interesting. We also received answers from teacher like: the students does not know that they can use fillers to keep a conversation going, the English use in 11^{th} grades is according to students level, they have used technology like speakers, tablets, computers etc, and the use of video will be interesting for her. The teacher considers it will improve the students' fluency.

III. Interpretative analysis

1. Class Observation

During the class observation, it was possible to see the techniques and methods the teacher uses to develop an interactive class. A rubric was designed to evaluate and consider the different aspects that need to be taken into consideration, to have an interactive class in English and how the teacher develops his/her class.

The rubric we applied has as a purpose gather information to have a better idea how is the level of students in the 11th grades from Corazon de Maria high school and how difficult is for them to speak English. Additionally, one of the main purposes is to observe and know what techniques the teacher implemented to have an interactive class.

We were able to realized that there is an oral interaction between the teacher – students and the class is not only lead by the teacher, but also by a small group which is one of the advantages that the teacher and students have to develop a better class.

Interviews

Another useful method implemented during the processes of an investigation use to get information, were the interviews. They were applied to teacher and students in order to find out difficulties students consider that teacher has and also the difficulties teacher find in the students.

We could identify that the way student approach the English class, letting us know that they implemented some speaking activities where they practice their English

This method was not only applied to the students but also implemented to the teacher in order to get information based on the strategies he/she used in his/her class. This information let us know if he/she considers that the class is attractive to the students. In order for us to get specific information or factors that may affect

students to speak fluent. We could find that lack of confidence is one of the factors we could find that may affect students' fluency. Another one is the time students are exposed to English. Finally, the fillers pauses used and all this information was helpful in order for us to help them to develop their fluency with the creation of the video

Surveys

Another tool used in this research project implemented to both students and teacher was the survey, where it was possible to have information and details about the different speaking activities implemented in the class. This helped students to improve their fluency and be able to communicate each other.

This was one of the most important tool we used because it allowed us to know how interest is for students the implementation of a video in their English class. Most of them answer it will be attractive and interesting because it will be a new experience that they never have done before, and that is one of the reasons why we created the creation of a video tour as a didactic innovation.

Conclusion

Lack of fluency is one of the most common problems students in high schools have. It is caused by many factors such as lack of confidence, the time students are exposed to English, lack of vocabulary and lack of interest from students because of the methodology used in the class.

It's important to mention that students from eleventh grade at Colegio Corazón de Maria, have some particularities that successfully permitted us to develop this project. Some of the aspects are:

- It is a small group, which allowed the instructors to manage the classroom successfully. Additionally, they work closely each other, which helped to reach a cooperative learning.
- There is empathy and affinity among the participants which allow them to work in groups well.
- There was a good communicative environment between the instructors and students.
- There was support and interest from the school principal and the English teacher to develop this study. They allowed us to manage the class for two months without obstacles.

This project consisted of the creation of a video recording about touristic places in Carazo as a didactic innovation that helped students to improve their fluency.

The methodology and techniques applied in this research produced the development of certain levels of fluency in students' speech. The final video is the results of many techniques applied such as: drills, role plays, oral presentations, speaking warm ups, music and the creation of short videos. This generated a notorious production of fluency, confidence, and intonation, use of pauses, rhythm, stress and fillers.

During the entire process of this research we realized that technology is a very important tool. Students got involved in all the activities developed in class when we used it. The video motivated students and encouraged them to improve their English and fluency when they speak. It also let students feel more confident when they speak, because they could monitor their performance and improved it with the help of the instructors.

At the end of the video recording we realized that students achieved what we tried to teach them. Now they see English as one of the most important languages that can be developed in an entertaining way such as the production of a video recording were the students learn how to speak more natural English.

Recommendation:

During the whole process of this research we could realized that there are different strategies, techniques and tools can be used to develop fluency.

Some of our suggestions are:

1. Role plays
2. Repetitions
3. Games
4. Music and the most important
5. The use of technology (Video Recording)

We suggest that video recording is a useful tool that can be used in developing fluency, because we could observe that it is a tool that catches students' attention, make them feel excited and it is also attractive for them. We recommend that practice, because as it is described in the theoretical framework that through repetitions and recording of scenes students will check their pronunciation, intonation, and how they can improve their fluency. It helps students to be confident, have the correct intonation, and achieve a higher level of fluency.

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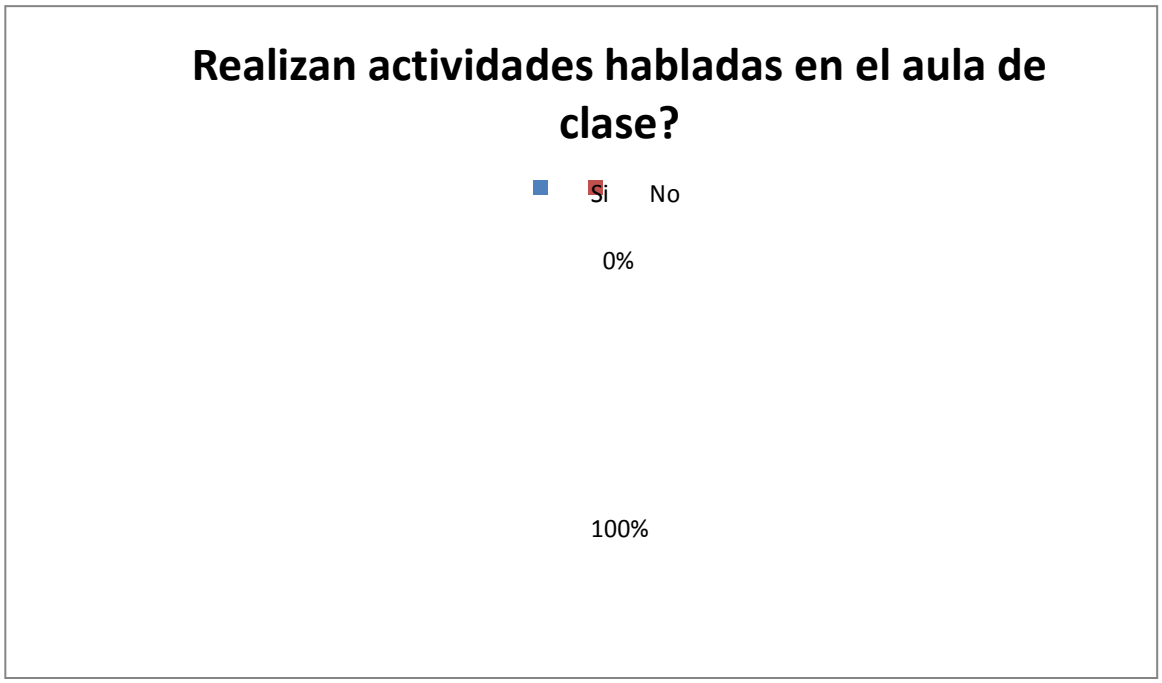
GRAPHICS STUDENTS' SURVEY

Question 1



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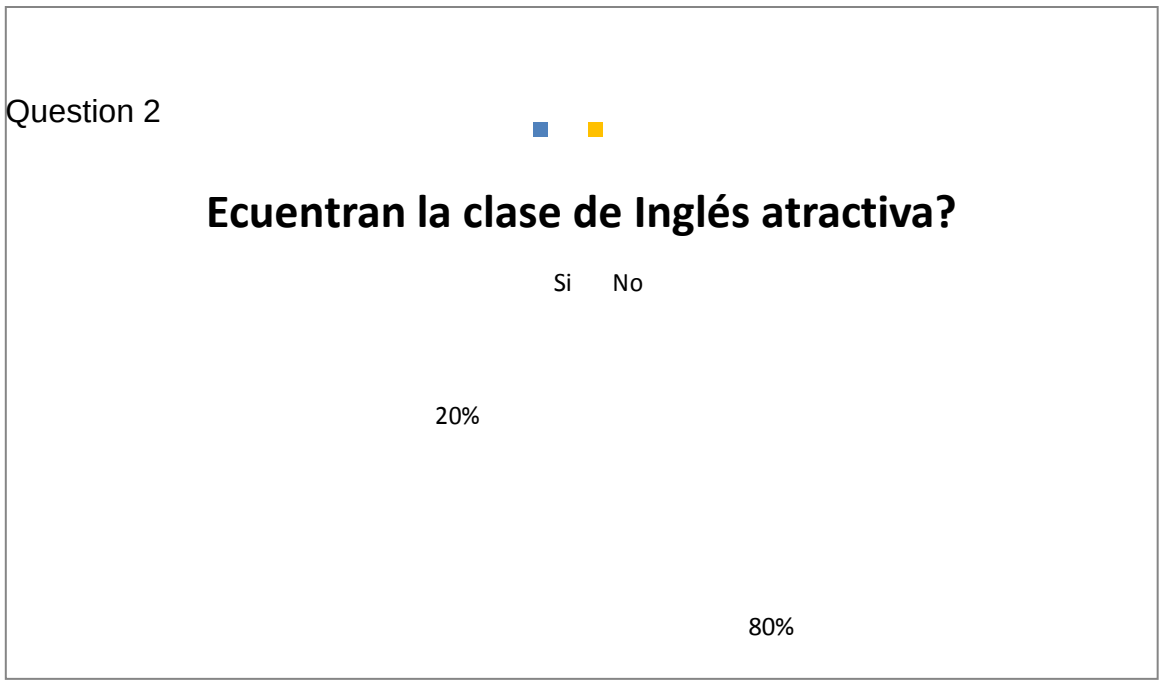

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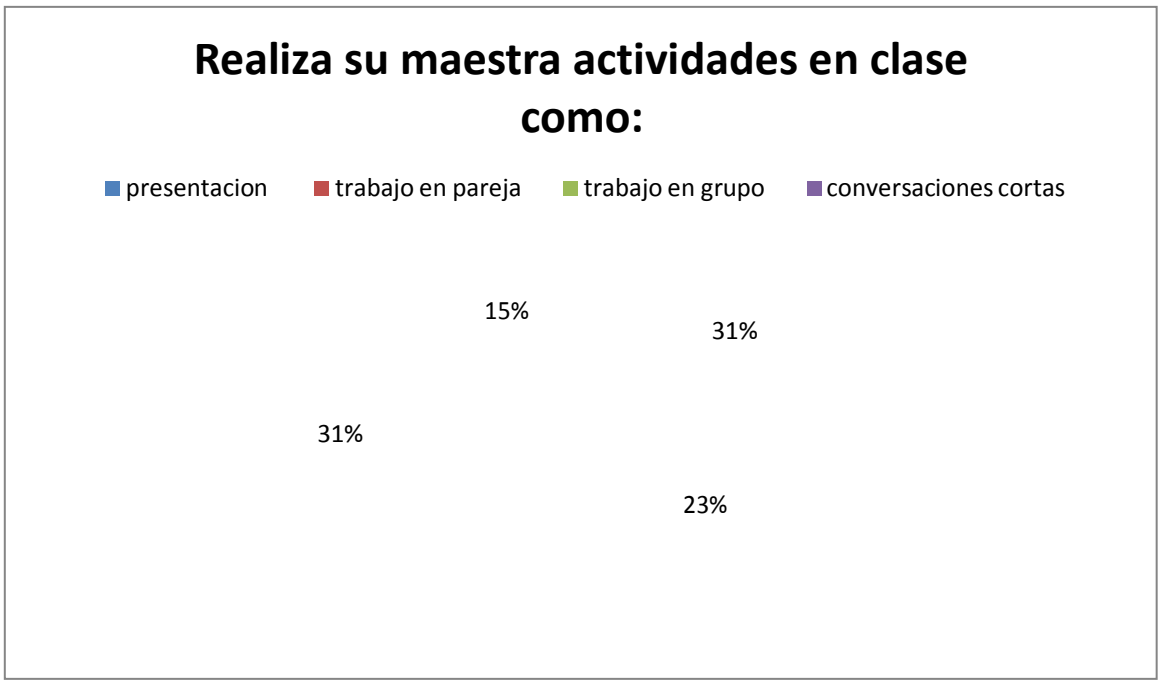

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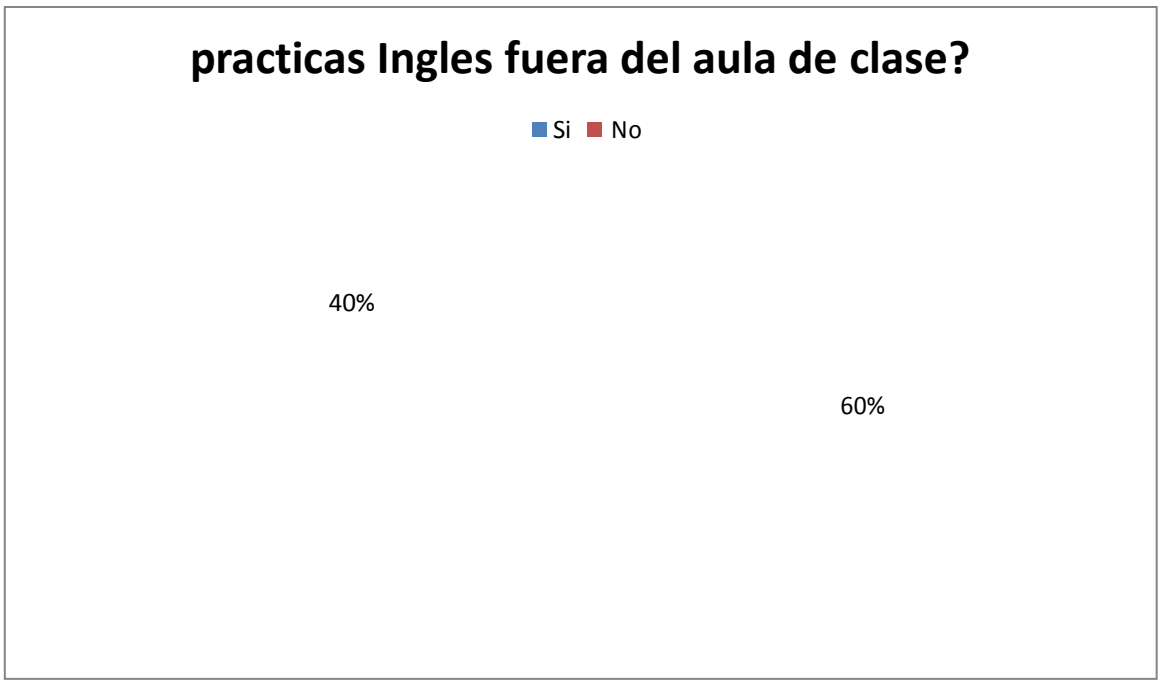
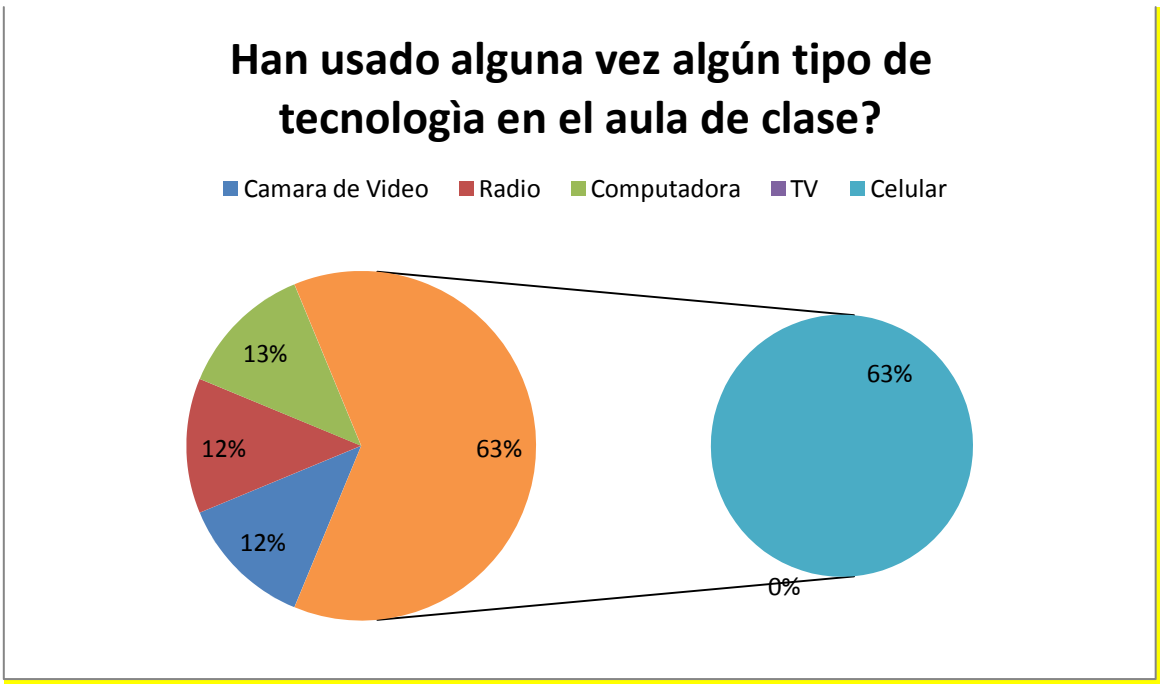


Question 5

Question 6



Chronogram

Sessions	Activities	Date
Diagnostic	➢ Class observation (rubric)	September 7th, 2015
Presentation	➢ Present the project idea ➢ Brain Storming places in a city ➢ Assigned a short role play ➢ Practiced with audio ➢ Assigned to created one	September 9th, 2015
Second class	➢ Present the use of can to express possibility ➢ Play a song and practice with students (Happy, Pharrel Williams) ➢ A spot was assigned where they create a short speech where they describe a vacation package using the modal can as possibility ➢ Students had to present the spot in front of the class and each of them were going to be recorded by the rest of the class using cellphones ➢ The survey and the interviews were apply	September 23rd, 2015

Third class	➢ Warm up (Guess the place) ➢ The presentation about the spot was performed ➢ There is/ there are was taught by given examples of real object	September 28th, 2015
Fourth class	➢ Warm up (What is your favorite place in Nicaragua? Why?) ➢ Students worked in pair and organized an inventory about the community using there is / there are	September 30th, 2015
Fifth class	➢ Students present the inventory ➢ The students start to write the information about the elaboration of the video	October 5th, 2015
Preparation of the Project	➢ Reviewed the information about the video	October 7th, 2015
recording of the project	➢ Recording of the video part of the students	October 10th, 2015
Recording of the Project	➢ Recording of the video other part of the students	October 14th, 2015
Final project	➢ Present the final project	November 4th, 2015

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

FACULTAD REGIONAL MULTIDISCIPLINARIA DE CARAZO

Class Observation

Course: _____ School Name: _____

Teacher Name: _____ Date: _____

Subject/Topic_____ Grade/Section: _____

Rubric

1 –Excellent	**2**–Very Good	**3**–Good	**4**–Needs improvement	**N**–not possible to observe

About class development	1	2	3	4	N
Does the teacher use different techniques to improve fluency?					
Is the class being developed in a communicative environment?					
Is the teacher using speaking activities to assess student's fluency?					
Do the students work on the activity the teacher assigned?					
Are students able to communicate one to another in the activities using the proper vocabulary?					
Are the different activities develop in a successfully way?					

Student's interview

Nombre: _____ Fecha: _____

Clase: _____

Grade: _____

Objetivo: conocer como es la interacción de los estudiantes en la clase de Ingles a través de una serie de preguntas realizadas a la muestra.

1- ¿Realizan actividades interactivas durante la clase de Ingles? Sí ☐ No ☐

2- ¿Qué tipo de actividades interactivas realizan en clases?

- _____
- _____
- _____
- _____

3- ¿Cómo consideras tu fluidez al momento de hablar inglés?

1. Excelente ☐ 2. Muy buena ☐ 3. Buena ☐ 4. Deficiente ☐

4- ¿Practicas ingles fuera del aula de clase? Sí ☐ No ☐

5- ¿Cómo lo haces?

- Al cantar ☐
- Al leer revistas, noticias ☐
- Al ver TV ☐
- Con tus amigos ☐

6- ¿Cuándo realizas algún role play o presentación en ingles practicas varias veces?

Sí ☐ No ☐

Encuesta a Estudiantes

La Universidad Nacional Autónoma de Nicaragua Farem-Carazo, está realizando una investigación, acerca innovaciones didácticas en el 11 grado en la clase de inglés, para lo cual solicitamos su apoyo respondiendo las siguientes preguntas.

1- ¿Realizan actividades habladas en el aula de clase?

Sí ☐ No ☐

2- ¿Encuentran la clase de inglés atractiva?

Sí ☐ No ☐

3- Realiza su maestras actividades en clase como:

- Presentaciones ____
- Trabajo en pareja ____
- Trabajo en grupo ____
- Conversaciones cortas ____

4- ¿Practicas Ingles fuera del aula de clase?

Sí ☐ No ☐

5- ¿Cómo crees que sería la realización de un video en la clase de Ingles?

- Divertida ☐
- Interesante ☐
- Aburrida ☐

6- ¿Han usado alguna vez algún tipo de tecnología en el aula de clase?

- Cámara de video ☐
- Radio ☐
- Computadora ☐
- TV ☐
- Celular ☐

Teacher's Interview

Objective:

Get teachers opinions about the English classes and techniques used to get innovative class through a teacher's interiew.

1- Do you consider your English class as:
   - Attractive ☐
   - Interesting ☐
   - Bored ☐
2- ¿Do you know factors may affect students to speak fluent?
   - _____
   - _____
   - _____
   - _____
3- ¿Have you done innovative activities to improve students fluency?
   Si ☐ No ☐

4- ¿what types of activities have you done?
   - _____
   - _____
   - _____
   - _____
   - _____

5- Which difficulties do you have when you are implementing a speaking activity?

Teacher's Survey

1- Do the students know they can use fillers to have a conversation going?

Si ☐ No ☐

2- Do you consider the English implemented in 11 grade congruent to students level? Why?

Si ☐ No ☐

3- Have you ever use any type of technology in your English class? Which type of technology?

Si ☐ No ☐

4- Would you like to use technology as Video Recording is you class?

Si ☐ No ☐

5- Do you think the creation of a video would improve your student's fluency and performance in you English class? How?

Si ☐ No ☐

Rubrics

1 –Exellente	**2**–Muy Bueno	**3**–Bueno	**4**–Necesita Mejorar	**N**–No Aplica

Desarrollo de la clase	**1**	**2**	**3**	**4**	**N**
¿Cómo considera usted la implementación de técnicas realizadas por su profesora para mejorar su fluidez?					
Las condiciones ambientales de tu aula de clase son:					
¿Cómo catalogas las actividades orales implementadas por su profesor(a)?					
Los trabajos grupales en la clase de inglés crees que son:					

Interaction:

Rubric teacher for the students:

1 –Excellent	**2**–Very Good	**3**–Good	**4**–Needs improvement	**N**–not possible to observe

Practice	**1**	**2**	**3**	**4**	**N**
How is the new vocabulary learning by students?					
How do you considered the students' interest in the English class?					
How is the interest of the students doing the activities assigned by the teacher?					
How is the target vocabulary use by students when they participate?					
How was the activity developed?					
How do you considered the use of pauses in the oral presentation					
How do students consider the use of technology?					
How is the interest of the students in creating a video in English					

Rubric_: teacher for the students:

1 –Excellent	**2**–Very Good	**3**–Good	**4**–Needs improvement	**N**–not possible to observe

Pre-experimentation	**1**	**2**	**3**	**4**	**N**
How is the pronunciation of the students?					
How is the students' speaking performance?					
How do you considered the fluency of the students in an oral presentation					
How is considered the pronunciation of the students in the presentations					
How is considered the grade of confidence in the students when they present					
How is the quality of vocabulary use by the students when they speak					
How do you considered the use of long pauses in the students speech					
How is do you considered the use of fillers us by the students when they present the video?					
How do the students use the technology when they created the video					

Rubric

1 –Excellent	**2**–Very Good	**3**–Good	**4**–Needs improvement	**N**–not possible to observe

Final product.	**1**	**2**	**3**	**4**	**N**
At the end the pronunciation of the student is considered?					
How is considered the pronunciation of the students in the presentations					
How is considered the grade of confidence in the students when they present					
Do you consider the vocabulary is better when they speak					
How do you considered the use of long pauses in the students speech					
How is consider the use of fillers use by the students in the final video					
How do the students use the technology when they created the video					