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Didactic Innovation of the English Language Teaching in speaking skill.

Sub topic:

Didactics innovations for the learning of the English language in speaking skills focused in the fluency through the creation of an audio-visual radio program with students of 10th grade “B”, from March to November 2015 at Instituto De Excelencia Académica Sandino (IDEAS) from Diriamba-Carazo.

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DEDICATION

Above all, to God, who is always in our side, giving us the strength and wisdom, directing our steps and making our dreams come true.

To our parents for their economic and unconditional support. For their encouragement and love.

To our masters who have helped us in this project sharing their knowledge and experiences during the years teaching us.

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Abstract

This research has as a purpose provides methodological strategies that can be applied by the teacher to improve fluency in the students through an innovative project. It will be carry out in the English classroom of Instituto de Excelencia Académica Sandino, Diriamba in the academic year 2015 with a population of 24 students in the tenth grade from this high school.

Through class observation, interview to the teacher, survey, and a video audio-visual recording to the students, the research finds out the level of fluency that students have in oral production in English. It is due to some factors that affect students' second language learning such as lack of material, time, nervousness, shyness, and lack of vocabulary as main factors.

As a result of a video strategy, that we experimented with 11 samples students Instituto de Excelencia Académica Sandino. During our research, we clearly observed that learners felt motivated, teacher applied good strategies in oral production.

It is a qualitative research paper, because we gather data from the authentic environment; we observe the problem situation and give details of the real context. In addition, it is exploratory, because we use a project to directly observe classroom participants and get involved with them in the process.

Keywords: Innovation, Video audio-visual, Fluency, Strategy, Oral communication, Speaking, Cooperative learning, Vocabulary.

INDEX.

1. General topic.....	7
2. Specific topic.....	7
3. Introduction.....	8
4. Objectives.....	9
4.1. General Objective.....	9
4.2. Specific Objectives.....	9
5. Problem Statements.....	10
5.1. Characterization of the Problem.....	10
5.2. Delimitation of the Problem.....	10
5.3. Formulation of the Problem.....	10
5.4. Systematization of the Problem.....	10
6. Background.....	11
7. Contextual Framework.....	13
8. Justification.....	14
9. Theoretical Framework.....	15
9.1. Innovation.....	15
9.1.1. Innovation in education.....	15
9.2. Perception.....	16
9.3. Fluency.....	17
9.3.1. Productive fluency.....	18
9.4. Oral Production.....	18
9.5. Oriented approach to action.....	19
9.6. Cooperative learning.....	19
9.7. Collaborative learning.....	20

9.8. Learning outside the classroom through radio.....	21
9.9. Speak.....	22
10. Methodological Design.....	24
10.1. Context of the research.....	24
10.2. Data collection tool.....	24
10.2.1. Class observation.....	25
10.2.2. Interview.....	25
10.2.3. Survey.....	26
10.3. Data collection procedure.....	26
10.4. Research instruments.....	26
10.5. Universe, population, and sample.....	26
10.6. Audio-visual radio program.....	27
11. Result analysis.....	27
11.1. Descriptive analysis.....	27
11.2. Interpretative analysis.....	30
12. Conclusions.....	32
13. Recommendation.....	33
14. Bibliography.....	34
15. Annexes.....	36

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3. INTRODUCTION

The present work aims to the difficulties, which students have in the fluency at Instituto De Excelencia Académica Sandino (IDEAS) high school from a municipality of Diriamba.

It is an evident problem, to discover that not all the students have a good fluency in English language and this represents an impediment in students' learning who want to speak English with fluency.

It is manifestly observed the willing of the teacher to teach and encourage the pupils. She applies several strategies to teach English language. However, learners are not always motivated to use the target language among them.

It is notice that in this public high school, the teacher develop more the writing and riding skill. It means that the teacher does not produce activities that better the fluency.

Some factors affect scholars' English learning, there is not enough fluency and the oral production is poor. This problem particularly is develop in public high school, because the first moment that students learn English is in seven grade, and they do not have preview knowledge in public primary school. For this reason, this study look for strategies to apply in the classroom and raise the fluency to enhance the oral production and the students be able to communicate in English.

To reduce the factors that affect the schoolchildren's speaking and improve them the fluency, it will be possible through an innovative project. To do this innovation, we take eleven students of 10th grade "B" of IDEAS high school as sample, to create an audio-visual radio program.

4. Objectives.

4.1. General Objective

To apply a didactic innovation to create an audio-visual radio program to help the students of 10th grade “B” of Instituto De Excelencia Académica Sandino (IDEAS) to improve their fluency in the speaking skill.

4.2. Specific objective

- Identify the principals factors that affect the developing of the fluency in the students
- To apply a didactic innovation to improves the fluency of the students
- To value the progress of the students in the fluency when they perform an oral production through an audio-visual Radio Program.

5. Problem statement.

5.1. Characterization of the problem.

Modeling connect oral presentation options to connect the vocabulary and their fluency it depends of how much vocabulary the students use during the presentations, teachers debate the value of corrective feedback in many oral activities.

Linguist Stephen Krashen, who opines, “Acquisition requires meaningful interactions in the target language natural communication”

5.2. Delimitation of the problem.

This project focus on the fluency of the students of 10th grade “B” from March to November of the Instituto De Excelencia Académica Sandino at Diriamba-Carazo to better their speaking skill through the implementation of a Radio Program as innovative didactic strategy and that the teacher can apply it in a future English class.

5.3. Formulation of the problem.

Which are the principals’ factors that affect the fluency of English language in the students of the Instituto De Excelencia Académica (IDEAS)?

5.4. Systematization of the problem.

The students do not have fluency when they perform an oral presentation.

Does the teacher use didactic strategies to develop fluent in students?

What are the factors that affect students from 10th grade to speak fluent?

6. BACKGROUND

(Smith, 2001) Carried out research that recognizes the contribution of online news for the acceptance of the variety of shows created by Internet television stations. "What must be learned only can be achieved if the work of the group is done in collaboration. It is the group that decides how to perform the task, adopt procedures, how to divide the work, the tasks to be carried out. (Gross, 2000)

According the last affirmation, the present research will look the appropriate strategies of fluency that students will apply when they perform oral communication.

(Brown D. H., 2007) Also suggests the importance of the environment to gain confidence in speaking. According to Hughes pragmatics, sociolinguistics and ethno-Linguistics, there is a relationship between language and social interaction. Hughes also presented a set of materials that help teachers to give students elements to activate their speech, such as particular expressions in conversations and their purposes. These plans include greetings and follow-up questions. In other words, providing the students with target structures can help them have confidence when asked to intervene orally. In the case of this action research study, proposed language structures they related to the context of the television information.

In this research, we will present that an interaction between student and students, teacher and students, and students and the environments will permit that the students will be self-confident about they want to speak or communicate.

In this study, the authors show that it is not only the study of the use of the microphone; television includes the dynamics between words, imagination, creation, music and sound effects. Be aware of the importance of the use of radio, TV online at the school involves thinking in two aspects, which formed a basis of this action research study: For school, television radio is not only broadcasting is the dynamics between words, imagination, creation, music and sound effects. These elements allow users to tell stories, which lead to discussions about real life and experiences (villa, 2006).

The research also allows students to appropriate other basic tools that they will be implemented when they talking so that you notice most natural when they speak.

Collaborative learning can be a key feature of the communicative approach to language teaching. To illustrate more clearly what is the communicative approach (Brown H. D., 2007) gives a list of features: the objectives of the class focuses on all (grammar, speech, functions,)

In relation to the above, this research is focus not only on the communicative aspects but also in the grammatical function because these are essential in communication.

(Brown H. D., 2007) Also mentioned, there are elements as autonomy and strategies that they are consider important to motivation. It is essential to create an ideal learning environment that includes various elements, such as drawings, films, significant tasks for the student, variety of activities, leisure activities, competition, etc.

(Digital Radio in Europe: Technologies, Industries and Cultures, 2010) Carried out, a project of action research on the impact of web casting. They said radio programs not only are available on terrestrial networks, but also by other means such as by satellite, cable or mobile phones. The growth of the Internet has affected the media, and these changes in radio technology have had an unexpected result because the radio has become not only single radio, but also associated metadata, presentations of synchronized slides and even small video clips (Digital Radio in Europe: Technologies, Industries and Cultures, 2010).

We could make this project because we have the sources that technology provides us. Nowadays every student have a cellphone, camera or yet the computer to use and apply this innovation.

Conferring the last paragraph we considered that to do a radio program will permit that student develop all the use of technologies and not only acquire new way of knowledge in English like fluency or grammar. There are others thing that the students can learn through the creation of a radio program.

7. Contextual framework.

The Instituto De Excelencia Académica is a public high school of national coverage and administered by the MINED with a system of boarding school, under a scholarship program. This high school was founded in 2008 and its address is Cacique Diriangen's stadium 700 meters to the north, in the community named Palo de Pa, Diriamba-Carazo.

The Principal's name is Jacinta Mercedes Cerda Farga.

This high school has 211 students of all the departments of Nicaragua with a morning shift.

8. JUSTIFICATION

People are starting to speak English because they know the importance of it. They are taking advantage of this linguistic resource to achieve their goals. A person who speak English could have the opportunity to increase its economical incomes or its academic performance.

Unfortunately, to learn English has its difficult for a non-native speaker. One of this problematic is looking for a good place to study this language and the pupils have to pay a lot of money for the courses. In high school, we can acquire this idiom free but there are some factor, which are a headache for the teacher and even for the students.

In the Instituto de Excelencia Académica Sandino (IDEAS) is unknown the incidence of a subjective factor (the fluency) in the students when they speak English language.

Teachers can build the vocabulary and fluent in speaking of student through motivating activities. As future English teachers, we decided to do this research based in the analysis and implementation of a Didactic innovation that will contribute to improve the fluent of the students when they speak, because this may be a problem in students from 10th grade at the Instituto de Excelencia Académica Sandino (IDEAS). Besides, this research will determine the factors that influence in the improvement of students' fluent.

This research paper also pretends to help to improves the quality of the students through a Radio Program where the student will show the effectiveness of the uses of the fluency to increase their knowledge and the ability of communicate in English with others classmates and teacher.

9. THEORETICAL FRAMEWORK.

9.1. INNOVATION.

According to Christensen and Horn, 2008, most literature on innovation in education and VET defines innovation as the implementation, not only of new ideas, knowledge, and practices but also of improved ideas, knowledge, and practices (OECD, 2009)

The experiences of the students who are involved in innovation videos can provide valuable information about the implications of the processes. More interviews with different groups of students or one-to-one conferences with the participants would provide insights concerning the effects innovation's instruction. This process of learning to interact with environment individual reflection can even be integrated into the implementation of an innovative video.

This research is not intend to create something new or invent it but to look for a tool which has been used for others and that we can take to improve the learning process in the students who are learning a second language.

The starting-point for innovation must always be the goals and requirements of pedagogy. ICT use in and of itself is not a substitute for these, and devoting an appropriate amount of time is one of the necessary conditions for innovative teaching activities. (Körös-Mikis, 2009)

9.1.1 INNOVATION IN EDUCATION.

(Tello, 2012) Studies propose the use of media tools as a radio program to encourage oral production, stimulating confidence and increasing student participation and motivation.

This is one of the purpose of this research, that through a radio program stimulate confidence, the student's participation, and oral production.

(Buitrago & Ayala Contreras, 2009) who in his article "Overcoming Fear of speaking in English through significant activities: a study with adolescents", "show that the cooperative work and the variety of activities that can be carried out within the increase classroom oral

skills of students. Students feel safer when a collaborative group between doubts are resolved and there is greater support among their peers, what drives them to go exploring her oral skills, losing the fear of being judged or observed by the way they are expressed orally.

Is such that (Buitrago & Ayala Contreras, 2009) with (Antón, 2008) highlighting not only the diversity of activities that can be done to promote learning of L2, but also the value that the same represent in the process of student learning. Additionally, (Antón, 2008) in his article "" Educating through radio "" states that information different genres (news, report and chronic) help provide structure and oral messages and genres opinion (editorial comment or gathering) and can be used to develop discursive abilities.

The author of this research report the state that by using the radio is possible to promote a structured planning of oral and descriptive content usage, which in theory could allow a student to organize content or radial grill along with its workgroup, performing a process of continuous development in their speeches and oral skills.

First, we will cover the concept of perceptions in order to have found a theoretical basis that will help us know from which point of view to analyze the perceptions of participating in this research. Perceptions, for being such a broad, interdisciplinary concept need a concrete description and even more in this case where we seek to analyze the perceptions in a learning English as a medium is radio.

9.2. PERCEPTION.

Thus Diaz PM (2010) says that perception is the result of experiences and data that we receive and the contribution of our local knowledge and prepared experience historically and culturally, to build on that data precept. In addition, Diaz PM (2010) ensures that perceptions are subjective, selective and temporary. First, they are subjective because it is a relationship of personal experiences with the outside world. That is, the perceptions will vary from one person to another depending on how he sees the world according to their knowledge and experiences. In this sense, perceptions are also temporary to the extent that individuals are constantly changing their thinking and are living new experiences that end up affecting their way of seeing the world and therefore perceive it.

Meanwhile, Guardiola, P. (2001) states that while sensory stimuli are the same individuals, each of them will perceive different things. This leads to understand perception because of two types of inputs. First is the external input understanding this as feelings that come from the outside world in the form of images, sounds or aromas. Second is the internal input, which refers to the needs, motivations and previous experiences that psychologically vary depending on exposure to external stimulation.

9.3. FLUENCY

(P.D Chaturvedi, Mukes Chaturvedi-2011-Pag.62) said, it is described in the *Oxford English Dictionary* as “the quality of being able to speak or write a language easily and well”. A fluent speaker is one who is hear with ease. The listener does not to strain his or her mind to receive, register, and interpret the message. Listening is activate and help when the speaker deliver his or her words in an ordered manner. Each word is distinctly hear and is easily connect with other words to form the structure of the message.

Corresponding to (Barnejee, 2008) fluency means to be able to speak without pausing or stopping too much to think and search for words. Fumbling for the right word that will help you to express yours views will definitely mar effect of the speech. Hence, you need to be well equipped with vocabulary and stock of words so that you need not pause too much to find out the apt word or phrase that will clearly bring out your points and views. Adequate practice is required to be able to communicate orally. The more you use the language, the better you become in oral communication.

Fluency is the extent to which speaker use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. (Nunan, 2003)

In language lessons- especially at the beginning and intermediate levels- learned must give opportunities to develop both fluency and accuracy. (Nunan, 2003)

As stated by the above, an important step in the learning and competence of oral skills outside the classroom through the implementation of a recording and editing program that allows students to recognize their own learning process without focusing in the trial within class, learning to handle different aspects of skills within the oral competition.

9.3.1. PRODUCTIVE FLUENCY

According to Sandra Götz (2013) Whereas such elements as idiomatic, appropriateness, lexical range, and syntactic complexity can all be assigned to linguistic knowledge, fluency is purely a performance phenomenon there is (presumably) no fluency store. The psycholinguistics processes of speech planning and speech, production are functioning easily and efficiently.

In English language, teaching fluency has usually been concerned with temporal fluency and Lennon's (1990a) concept of fluency in the "narrow senses" this approach names distinct key fluency markers:

- 1) Speech – pause relationship is in performance
- 2) Frequency of not fluency markers such as filled pauses and repetitions (but not necessarily self-corrections) "(Lennon 1990a: 388)

One of the most common fluency notions is smoothness or continuity of speech the predominant approach to fluency in linguist research and description is the measurement of temporal variables in speech, fluency in the narrow sense. The Fluency is as a smooth, rapid effortless use of language. This approach is mostly used in foreign language proficiency, reflecting the nature and efficacy of speech production processes.

Two previous studies provided support for this: Montoya's telephone language study and Villa's news of the Faculty. In this study, the authors show that it is not only the study of the use of the microphone; television includes the dynamics between words, imagination, creation, music and sound effects. These elements allow users to tell stories, which lead to discussions about real life and experiences (villa, 2006).

The importance of the use of the radio program at IDEAS high school is also important in order to achieve the purpose of this research. It is important remark that every learner is going to be implicated to do such as abilities like imagination and creation.

9.4. ORAL PRODUCTION

The oral production means delivering a public audience. It also refers to public speaking. It is a brief discussion of a defined topic delivered to a public audience in order to impart knowledge or to stimulate discussion. The skill in oral presentation is equally as important as effective writing. (Hettich 2010).

9.5. ORIENTED APPROACH TO ACTION.

Second, we will address the concept of macro-skills of speaking English from their relationship with the communicative approach to language, more specifically from the action-based approach as we found in the latter a more focused approach in action that as second language learners in order to carry out beyond the classroom learning English. (Bourguignon, 2003) Summarize the elements that are part of the action-based approach are two, namely, the tasks and powers, both worked from constructivism in which the interaction between subjects and objects as a fundamental part of a building is conceived both reality and learning that each individual takes from his relationship with others and with the real world. On the one hand, learn a language from a perspective based on the action means that it is with this happens a real learning process. From this statement it is that the concept of " task "which seeks to bring and attract the student to a significant learning, and through which the student will learn, but instead is active in the development of tasks and real projects that promote the actual use of language.

Moreover, according to (Bourguignon, 2003), the action-oriented approach focuses on the action in the sense that considers users and students who learn a language as social actors, that is, as members of a society that has tasks to perform in a given set of circumstances and in a specific environment.

To obtain a participation of the students in differences circumstances or specific environment, they must know to work in a cooperative learning.

9.6. COOPERATIVE LEARNING.

Cooperative learning refers to instructional methods that teachers use to organize students into small groups, in which students work together to help one another learn academic content. Cooperative learning is extensively methods researched, and under certain well-specified conditions, they are known to substantially improve students' achievement in most subjects and grade levels. Yet, the structured forms of cooperative learning that have proven to be effective are not used as often as forms that are more informal. Further, there remains considerable debate about the theoretical basis for achievement outcomes of cooperative learning. This chapter reviews and describes widely used, practical forms of cooperative learning, and presents evidence on their effects on academic achievement. (Slavin, Robert E.2012-2014, Pag.359-378; APA, all rights reserved)

If the intention of the teachers are to reach a satisfactory learning in the students they should to understand that work with them in a cooperative way is an excellent tool to perform in the classroom. This strategy let leaner to labor together and share their own experiences and self-confident out and in the school.

9.7. COLLABORATIVE LEARNING.

In relation to (Barkley, Cross, & Howell Major, Collaborative Learning Techniques, 2004) Understood as collaborative learning is team work, Either in pairs or in groups, Where students will work for Achieving Objectives of common learning. One of the main features of collaborative learning is the active engagement of students to work to Achieve a specified Objectives. In addition, the authors say that if there is no significant learning collaborative learning. That is, When students work together and engage in a lively and active work are reliable to live meaningful learning experiences through Which they Will Achieve goals Set by the teacher.

What is collaborative learning? Collaborative learning refers to an engineered situation in which two or more people learn together. (Luzet, 2013)

When designed well, collaborative learning is an instructional method that can enhance the performance of students at risk for school failure. In addition, there is evidence that

collaborative learning can improve interethnic linking and can increase interethnic interactions. (Clauss-Ehlers, 2010)

Poorly designed collaborative learning has the potential to be detrimental to students with low academic status, including a variety of students at risk for school failure. (Clauss-Ehlers, 2010)

Ensures that the basis of cooperative learning requires social interaction and negotiation of meaning heterogeneous peers Between Involved in tasks where all members of the group have something to something Which Contribute and how to learn from others. The author claims that talk about it. Also cooperative learning requires more than a mere task group; That is, a well-structured work Where there is a genuine information gap That requires students to Contribute in a way Committed With Certain oral or written work is needed. This is evident by facilitating the development of positive attitudes towards learning, self-esteem while promoting and supporting different learning styles inviting perseverance in the confusing process of learning a new language. (Barkley, Cross, & Howell Major, Collaborative Learning Techniques , 2014)

This approach to the concept of collaborative learning is very important for our research. It is because the constitution of a radio program requires a team effort by students, which aspects are of macro oral expression skills affected in the group of students under study after working as a team during the production stage and radio broadcast.

Finally, in relation to claims made by Gardner, R., & Wagner, J. (Eds.). (2004) With respect to the interaction When conducting a conversation and a communicative act, we Consider it Necessary to define the concept of collaborative learning in relation to speaking English. (Barkley, Cross, & Howell Major, Collaborative Learning Techniques, 2004) Understood, as collaborative learning is teamwork, either in pairs or in groups, where students will work for Achieving Objectives of common learning. One of the main features of collaborative learning is the active engagement of students to work to Achieve a specified Objectives. In addition, the authors say that if there is no significant learning collaborative learning. That is, when students work together and engage in a lively and active work are reliable to live meaningful learning experiences through Which They Will Achieve Objectives established.

9.8. LEARNING OUTSIDE THE CLASSROOM THROUGH RADIO

According to Hernandez et al. (2013), “oral communication between students inside and outside the classroom and it is understood as a means of communicative expression where processes are involved specific skills and competencies in a language. Similarly, the authors discuss the importance of using technologies to enhance these skills in the field of oral production. Through his article, Hernández et al. (2013), thought to encourage their students to use ICT (information and communications technology) in oral in second language to promote competition. They used technological tools available on the internet such as Voice board, a type of software or computer program for editing and audio recording that meets the objective that student, in a different classroom space to practice a second language and access recordings that demonstrate their progress in speaking English.

“Advice from radio shows has been examined by a number of researchers. The speech of a female talk show was analyzed by Hudson (1990) to identify the range and characteristic of the semantic and syntactic features she used. The analysis showed a tendency by the talk show host to avoid using direct forms, such as the imperative”. (Vine, 2004)

Agreeing to the above, an important step in the learning and competence of oral skills outside the classroom is through the implementation of a recording and editing program that allows students to recognize their own learning process without focusing in the trial within class, learning to handle different aspects of skills within the oral competition.

9.9. SPEAK

If you have learned a language other than your own which or the four skill- listening, speaking, reading and writing- did you find to be the hardest.

Many people feel that speaking in a new language is hardest that reading, writing and listening for two reason first, unlike reading and writing, speaking happens in real time: usually the person to talks is waiting for you to speak right then. Second, when you speak you cannot edit and revise that you to wish to say as you can if you are writing. (Nunan, 2003)

In language teaching, the four skills are describe in term of their direction. Language generate by the learned (in speech or in writing) is referred to as productive. Language directed at the learned (in listening or in reading) is called receptive. Another important idea is the channel,

which referred to the medium of the message (oral or writing). Speaking is the productive oral skill. It consist of producing systematic verbal utterance to convey meaning.

(Nunan, 2003)Teaching speaking is sometimes consider a simple process. Commercial language school around the world hire people with no training to teach conversation. Although speaking is very natural. Speaking in a language other than our own is anything but simple. Given these differences between writing and speech:

Spoken language	Writing language
Auditory	Visual
Temporary: immediate reception	Permanent: delayed reception
Prosody: rhythm, stress, intonation	Punctuation
Immediate feedback	Delayed or no feedback
Planning and editing limited by channel	Unlimited planning, editing and revision

10. Methodological Design.

The Qualitative Approach characterizes the current research paper; we are going to use specific statistical data to collect the information, which is required in our investigation. This investigation was carried out during the second semester of the Academic year 2015. This research is established in the experience of our samples students. We investigated our topic in a real context or environment. (Hammersley, 03 enero, 2013, pág. 12) “qualitative research typically involves a relatively unstructured approach where the aim is to invite informants to talk at length about matters that are broadly relevant to the research, with the interviewer following up to encourage more elaboration, detail, or exemplification where necessary”.

10.1. Context of the research.

The collected data in this research was in the Instituto De Excelencia Académica Sandino located in a municipality of Diriamba.

The age of the students of four year of the Bachelor's degree of English oscillates between 15 and 16 years, currently it has about 24 students per shift, there were 4 sessions planned according to the students' level. (Council of Europe, 2002, p. 24), but they did not feel confident speaking. In class, the teacher-talk time tended to be high.

Our objective as researchers is to obtain and analyze data through the sample of students, which will study using investigative techniques such as observation interviews, survey.

We use documental search to obtain information about the current problem and make it up with authentic details.

10.2. Data Collection Tool.

The data collection tool consist in the different kind of instruments to obtain the information, which is essential to develop our research.

“No research can be undertaken without data. All researchers look for the data which help them answer their research questions and achieve their research objectives”. (Pawar, 2004, pág. 3).

There are different instruments of gathering data that a researcher has in her/ his hands to obtain information. According to the nature of the gathered information in this study, we implemented three different data collection tools in the research field: **class observation**, **survey**, and an **interview** to the teacher and to the students. The purpose of use these data collection tool is gathered all the essential information from the students and teacher involved in this research and have a reliable evidence.

10.2.1. Class Observation.

One of the instruments used in this study is a class observation and the purpose of this is to get information and register it to be analyzed. A classroom observation is a formal or informal observation of teaching while it is taking place in a classroom or other learning environment.

It is important to see the behavior of the students during the class and how the teacher manage the classroom to achieves that her students learn to be fluent in English language. (Wajnryb, s.f, pág. 1) “Observation is a multi-faceted tool for learning”. What factors could affect in a good or bad way the developing of the students in the learning of the target language.

10.2.2. Interview.

We used a written interview to obtain information through question asked to the students and teacher. The interview is a verbal interaction and usually have a goal, which is to obtain information about events, people and cultures. The interview is used in various professional fields. Researchers use this instrument to obtain data for research.

The main purpose is to know more data not found elsewhere. As state (Spalding, 1 sep. 2005, pág. 117) “Conducting an interview can be the best way uncover information not found elsewhere.”

Our data tools (interview to the teacher and students) were structured using standardized questions. The answers to the questions are provided to the interviewed (the teacher and students) where they could opt for.

The interview to the teacher was done with the purpose to know what kind of strategies she uses, her feelings and experience as an English teacher, and how she manages the class.

10.2.3. Survey.

Survey is used most often to describe a method of gathering information from a sample of individuals.

As (Groves, 2004, pág. 2) says, “A ‘survey’ is a systematic method for gathering information from (a sample of) entities for the purposes of constructing quantitative descriptors of attributes of the larger population of which the entities are members”.

We used this instrument to obtain information of the student’s samples in which we wanted to know about their educational experience in English class.

10.3. Data collection procedure.

The collection of the information was carry out in the IDEAS high school of Jinotepe, Carazo. The gathering of the data instruments consisted in visiting the 10th grade “A” of this school. We requested permission to the Principal of the school. Then we visited the tenth grade and the teacher responsible of the students. In the first visit to the teacher and the students, we explained them the reason of our research, the visits, and the implementation of the data collection tools, so that students and teacher decided to support us and give us the necessary information we needed.

First, we observed the teacher and the students during the development of a particular class. Then we implemented an interview to eleven sample students. After that, we made a written interview to the teacher. The interviews provided the data we needed for our analysis. At the

end, we did a visual radio program. The applied instruments gave us an important and valuable information.

10.4. Research instruments.

We designed the interviews and the class observation for the teacher and each one of the involved sample students, considering each variable in the study and their result are taken into account in the conclusion and recommendations.

10.5. Universe, population, and sample.

This research was created in an exclusive universe (students from IDEAS high school), our population (students from 10th grade “B”), and our sample (11 students from 24 students of the 10th grade “B”).

In the choice of our sample was important to contemplate the qualitative of the students. We chose our sample considering their level of performance (Advance, Satisfactory, Elemental, and Initial Learning).

10.6. Video radio program.

We develop an activity with eleven students sample from the tenth grade “B” of IDEAS high school in a municipality of Diriamba-Carazo. The students were divided in two group to reinforce their knowledge and at the end, they worked together in the video filming. The activity consisted in record a video in which student choose the topic, named the program, and talked about the news of their high school. General news and a session of sport.

11. Result Analysis.

In this side of the paper research is described the analysis result process which was succeed by each one of the objectives through one matrix in a qualitative research. It also are described well in the graphics, which are in the annexes on page 47 to 57.

11.1. Descriptive Analysis.

According to all the evidences obtained in this research were: the class observation, the survey (for the students), that was applied to students, and the interview (for the teacher).

That was applied to the teacher; this research show that the teacher from this school teaches in a good way and applied good strategies. The students sometimes do not pay attention to her explanations because they are interested in other things apart to the class.

The specific objective one that relates to identify the factors that affect the developing of the fluency in the students. For the analysis of results of this objectives it was realized a teacher's interview, students' survey, and a class observation. The results are:

Class observation:

This activity was done on Wednesday, October 14, 2015. The class began 20 minutes late, students organized and created environment to a role-play. In the beginning of the class, the teacher pass attendance and then teacher gave welcome and explained the purpose and activities that students do at the beginning of the class.

After that, teacher selected one group of students to do a role-play that they has prepared. Teacher's instructions in the class were using the second language (English) and her explanations as well. Four group of students, two group of five students, and two group of six students was prepared to do a role- play and they presented them. We observed that some students had intonation, fluency and do pauses when they spoke and in some case, students had problems in the same aspects. The teacher was evaluated the students in speaking skill. Each presentation was realized around ten minutes. Later, when the students finished the presentation of the role-play the teacher gave some recommendations and asked the students fortress and difficult that they had during the role-play. Each group evaluated their presentation and some students gave their opinion about it. Teacher established a confidence climate.

During the class, we observed that not all the students paid attention to the teacher instead they were using their cell phones, and lack of interest of the class.

Before the teacher finished her class, we asked her 20 minutes to explain to the students our purpose of the class observation.

In brief, strategies that the teacher applied are quite good, but not enough to encourage learners' motivation and oral production; they focus only in do a role- play and evaluate the students.

Teacher applies a role-play with the students but they do not have enough fluency when they speak English and some of them they do not pay attention to teacher's class.

It is necessary that the teacher apply other strategies that help to develop and improve her classes through oral interactive production among her students.

Interview:

Teacher said many strategies are used in class to promote the fluency of students and improve it, in regard to the students, teacher said that they realize this kind of strategies with confidence and enthusiasm provide them a clear explanation about what they need to do. It was observed a secure and confidence teacher when she talked. The teacher must be sure about the work she performed as a guide for communication among students. "Teacher attitudes their view of their students and their ability to teach and control the students are of critical importance". (V. Savage & K. Savage, 6 ene. 2009, pág. 123)

According to the teacher's interview, the teacher apply different strategies that it permit develop oral production with the students. It allows students perform the speaking activities with confidence but in some case, students do not use target language during the class.

The students do not have interest and enough fluency when they perform oral production.

In conclusion, the results obtained in the first objective: the teacher does not apply many interactive strategies on oral production as shown the instruments used in this specific objective.

The results we have in the objective two: The data result about this objective allows describe what are students' preference about interactive oral strategies which shown that they want to improve their communication but at the same time they need to improve interactive oral activities among them.

To develop this goal, we use teacher and student interviews, classroom observation and apply a didactic innovation, which show that: the achievements have the use of oral strategies is meaningful. The teacher should apply more often strategies to promote fluency, as (H. Gregory & Burkman, 4 oct. 2011, pág. 77) states "Teaching and learning strategies that focus on fluency are an essential part of the elementary teacher's toolkit; this is specially true of those strategies of English language learners".

The difficulties encountered in terms of the teaching and development of interactive oral activities could overcome with the constant practice of the same.

Teacher should apply most orals strategies like: radio programs, pair work, group work, role-play, sing a songs, and long and short conversations. Those strategies improve fluency between the students.

To carry out the innovative project, we had some session with our students sample.

Pre-experimentation: it was on Friday, October 16th, 2015 and the activities done was to write a role-play about the “Bulling”. On October 21th, 2015 they performed the role-play to identify their weaknesses and strengths.

Final product: we started to work with the students in the final product about a radio program on October 23th, 2015. In this program, the students wrote their role-play. They chose the most relevant news about their school and sport.

On Wednesday 28th, the students filmed their first video and we correct their mistakes.

On November 4th, the students

11.2. Interpretative Analysis.

According to all the evidence from the class observation and the teacher’s and students’ interviews, this research paper shows that the teacher teach in a good manner. She uses good strategies but this are not enough to better the fluency in the students.

The video recording filmed by the students shows the evidences that through a radio program they could improve their fluency, how participate in actively in different task, and how they interact each other in a natural way.

The teacher uses the strategies written in the interview but she needs to apply more dynamics activities that improve students’ fluency.

During the class observation, we were focused on the students we were focused because the research wanted to identify the fluency that they have when they speak English.

To apply a didactic innovation to improve the fluency of the students. We Identified achievements and difficulties in fluency when students speak. To develop this goal, we use teacher and student interviews, classroom observation and apply a didactic innovation, which show that: the achievements have the use of oral strategies is meaningful.

The teacher should apply more often strategies to promote fluency, as (H. Gregory & Burkman, 4 oct. 2011, pág. 77) states “Teaching and learning strategies that focus on fluency are an essential part of the elementary teacher’s toolkit; this is specially true of those strategies of English language learners”.

The students did a radio program audiovisual and allowed them to develop fluency and this enabled us to assess the fluency that students developed during this innovation

The data result about this objective allows describe what are students’ preference about interactive oral strategies which shown that they want to improve their communication but at the same time they need to improve interactive oral activities among them.

For the three specific objective: To develop this objective, we recommend the teacher to continue using oral strategies that promotes fluency and confidence in students when they speak in class and more often to achieve a greater student participation. We believe that practice is very important to develop this kind of strategies. Students and teacher would improve oral strategies through the practice of these activities.

In summary, the results we have in the objective number three: according to the data collection tools, students can improve their fluency with the practice of oral strategies.

During the class, observation students showed shy and insecurity to perform oral activities, which is contradictory to what was indicated in the interview, so we thought maybe it was influenced by fact of being observed for us.

12. Conclusions.

This research aimed at teachers in order to present innovative techniques that improve the fluency in the speaking of the English language.

This study was designed with two main purposes in mind:

To explore the development of the fluency during these semesters and considering the influence of individual participants, to examine issues in the measurement of fluency, focusing on questions related to measuring of the first purpose of the study.

The results show that participants experienced significant gains on most measures of fluency during study abroad.

Students who began with high fluency still had significantly higher fluency than students who began with low fluency.

In this century is important the necessity of good professionals, teachers that worry about the students' needs and engage them in a world where the English language is not just a tool but also a necessity to improve their life.

Nowadays teachers have to encourage their students with activities that promote the participation, work in group, learn motivated intrinsically, and that they be able to speak English not only in the school but also in everywhere.

13. Recommendation:

1. Encourage students' learning of English language by delivering meaningful and fulfilling class activities that promote motivation and desire to achieve:
2. Ensure that students understand the importance of acquiring English as a second language.
3. Teach new activities that increase the curiosity and interests in the students.
4. Create a healthy class environment.
5. Apply cooperative and Collaborative learning with their students.
6. Use the technology, techniques for language teaching.
7. Select motivations, reflection and positive changes that lead to success.
8. Put on practice Didactic innovation. For example our final product "Radio program".

9. Use activities that promote the fluency or oral production like Long and short conversation, Interviews, Total Physical Response, videos, or Expositions.

14. Bibliography:

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ANNEXES.

Annex. 1.

Matrix.

Specific Objectives	Question Guidelines	Specific Question	Resource	Tools
Identify the factors that affect the developing of the fluency in the students.	Do the students have fluency skills when they perform an oral presentation?	Students use appropriate and specific vocabulary?		Class Observation
		As an English teacher, do you feel happiness, realized, frustrated, enthusiastic, angry, stressful?		Teacher´s Interview

The explanation to your students are clear, mixed up, precise, confused?		Teacher's interview
¿Te gusta la clase de inglés?	Students	Survey
Students have fluency when they participate in class?		Class Observation
¿Consideras que tu clase es fácil?	Students	Survey
You consider that your students speak is: excellent, very good, good, Need improve.		Teacher's Interview
During English class, students have the ability to speak fluent always, usually, sometimes, rarely, never.		Teacher's Interview
Students work in the activities that the teacher assigns?		Class Observation
¿Consideras que tú necesitas practicar más el inglés?	Students	Survey
Students do pauses when they speak?		Class Observation
¿Practicar inglés dentro y fuera del centro?	Students	Survey
There are interaction between students and teacher?		Class Observation

To apply a didactic innovation to improves the fluency of the students.	Does the teacher use didactic strategies to develop the fluency in the students?	Teacher uses teaching resources related to the content and learning activities? You use strategies	Class Observation
		with your class like pair works, group work, role play, short and long conversation, and oral presentation?	Teacher´s interview
		¿La participación oral es activa?	Students Survey
		Students learn new vocabulary easily?	Class Observation
		How often are you include technological resources in teaching English?	Teacher´s Interview
		¿Realizas trabajos en parejas?	Students Survey
		Are you include technological resources in teaching English?	Teacher´s Interview
		Which of these types of technological resources you include in English class?	Teacher´s Interview
		Students perform the speaking activities?	Class Observation
		¿Realizas trabajos en grupos?	Students Survey

		The teacher establishes a confidence climate?		Class Observation
		¿Los tipos de actividades te motivan a participar en inglés?	Students	Survey
To value the importance of didactic innovation to improve the students' fluency.	What are the factors that affect students from tenth grade to speak fluent?	Teacher encourages students to active their participation?		Class Observation
		¿Tu clase de inglés es interactiva?	Students	Survey
		Students use the target language to interact during the class?		Class Observation
		During your English class, you consider that students feel: Frightened, Confident, Sad, Enthusiastic, Shy, And Happy.		Teacher's Interview
		¿Les realizan varias clases de producción oral?	Students	Survey
		Students interact with their classmates when they have few difficulties?		Class Observation
		¿Te gustaría tener fluidez en el idioma inglés?	Students	Survey
		The teacher's instructions are understandable for the students to practice the exercises?		Class Observation

¿Te gustaría participar en la realización de tu programa audiovisual de radio en inglés?

Students

Survey

Annex. 2.



UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA, MANAGUA

UNAN-MANGUA

FACULTAD REGIONAL MULTIDISCIPLINARIA DE CARAZO

FAREM-CARAZO



Encuesta a estudiantes

Nombre del estudiante: _____

Edad: _____

Grado: _____

Fecha: _____

Estimado estudiante:

La **Facultad Regional Multidisciplinaria de Carazo (FAREM)** de la **Universidad Nacional Autónoma de Nicaragua** está realizando la investigación “**Innovaciones didácticas para la enseñanza del Idioma ingles**”, para lo cual solicitamos responda a estas preguntas marcando con una “X” según tu opinión, de ante mano agradecemos su participación en este estudio.

1. ¿Te gusta la clase de inglés?
 Sí No

2. ¿La participación oral es activa?
 Sí No

3. ¿Consideras que tu clase es fácil?
 Sí No

4. ¿Tu clase de inglés es interactiva?
 Sí No

5. ¿Les realizan varias clases de producción oral?
 Sí No

6. ¿Consideras tú que necesitas practicar más el inglés?
 Sí No

7. ¿Realizas trabajo en pareja?
 Sí No

8. ¿Te gustaría tener fluidez en el idioma inglés?
 Sí No

9. ¿Te gustaría tener fluidez en el idioma inglés?
 Sí No

10. ¿Los tipos de actividades te motivan a participar en inglés?

Sí No

11. ¿Practicar inglés dentro y fuera del centro?

Sí No

12. ¿te gustaría participar en la realización de un programa audiovisual de radio en inglés?

Sí No



National Autonomous University of Nicaragua
UNAN-MANAGUA
Multidisciplinary Regional Faculty
FAREM-Carazo
Department of Humanities and Education Sciences



Teacher's interview

Multidisciplinary Regional Faculty of Carazo (FAREM) of the National Autonomous University of Nicaragua (UNAN) is conducting the research "Didactics innovations for the learning of the English language ", for which we ask answer these questions by placing an "X" according to your opinion, beforehand appreciate your participation in this research

Teacher's name: _____

School's name: _____

Grade: _____ Section _____

Date: _____ Time: _____

1. As an English Teacher do you feel?

Happiness _____

Realized _____

Frustrated _____

Enthusiastic _____

Angry _____

Stressful _____

2. You use strategies with your class like?

Pair Works _____

Group work _____

Role-play _____

Short conversation _____

Long conversation _____

Oral presentation _____

3. During your English class, you consider that students feel:

Frightened _____

Confident _____

Sad _____

Enthusiastic _____

Shy _____

Happy _____

4. the explanation to your students are;

Clear _____

Mixed up _____

Precise _____

Confused _____

5. You consider that your students speak:

Excellent _____

Very good _____

Good _____

Need improve _____

6. During English class, students have the ability to speak fluent

Always _____

Usually _____

Sometimes _____

Rarely _____

Never _____

7. Are you include technological resources in teaching English?

Yes _____

No _____

8. How often are you include technological resources in teaching English?

Always _____

Usually _____

Sometimes _____

Rarely _____

Never _____

9. Which of these types of technological resources you include in English class?

Social media _____

Data show _____

Video recording _____

e- Mail _____

Video conferencing _____

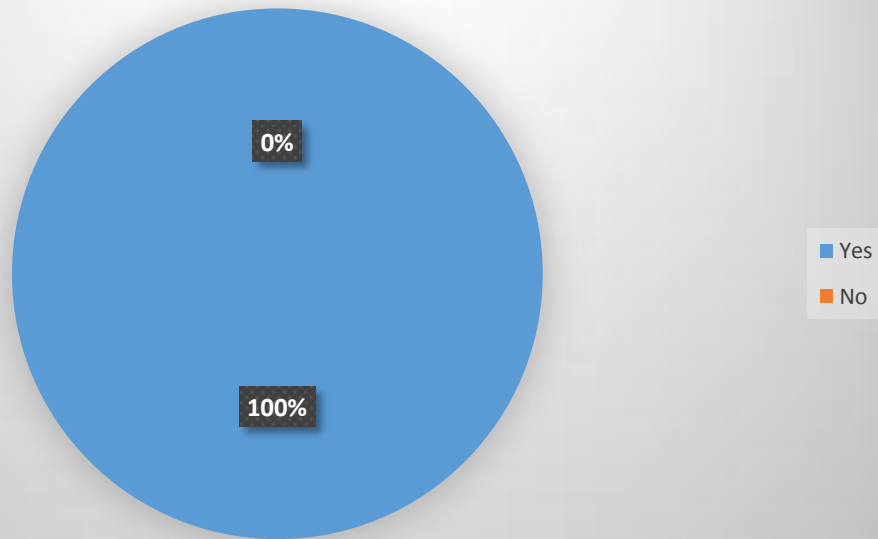
Voice Recording _____

ANNEX. 3.

Graphics. Students' Survey.

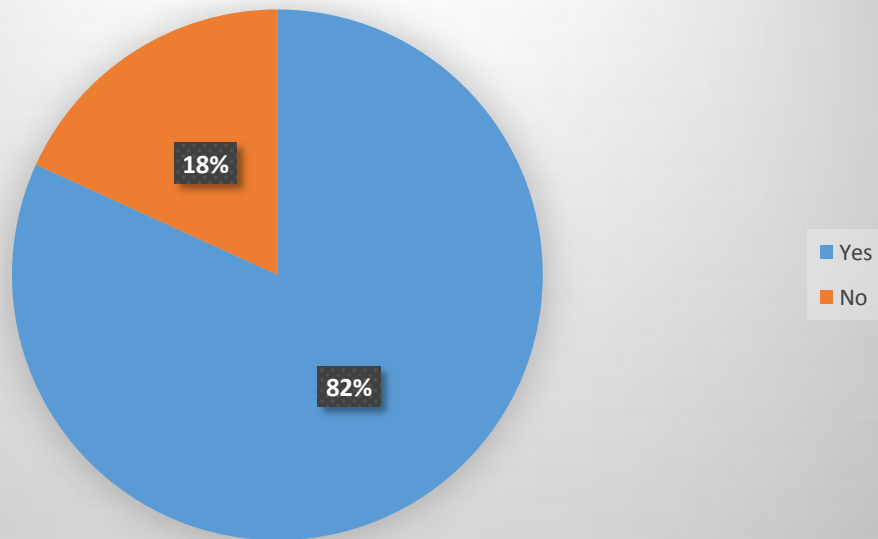
Of eleven students taken as a sample, the 100% say that like the English class.

Do you like the English class?



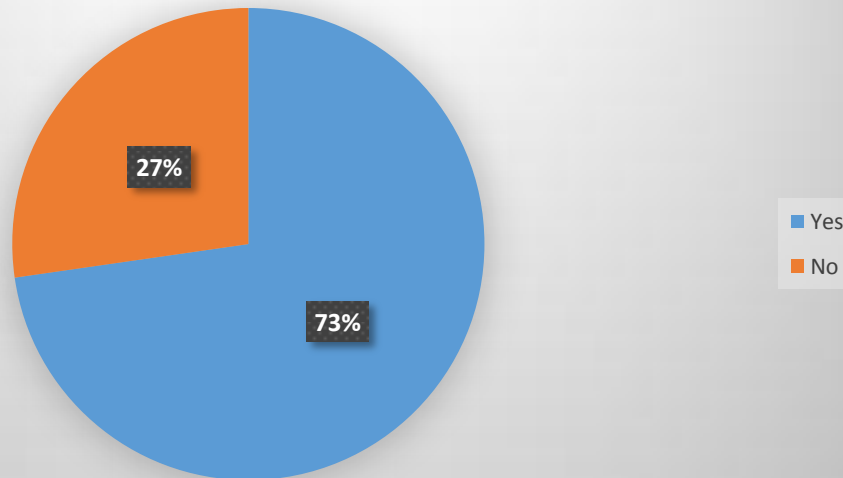
In this graphic, the 82% of the oral participation is active.

Is the oral participation active?



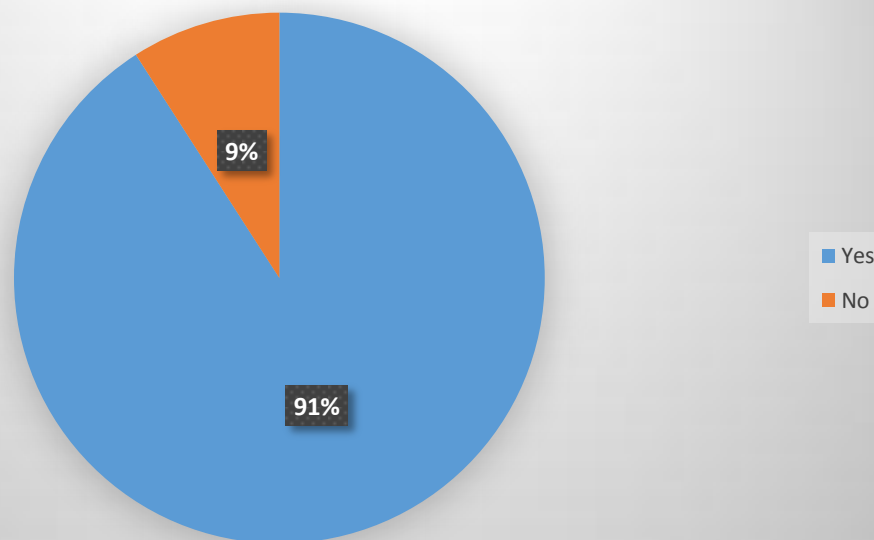
The 73% of the students consider that their English class is easy and the 27% consider that is hard.

Do you consider that your English class is easy?



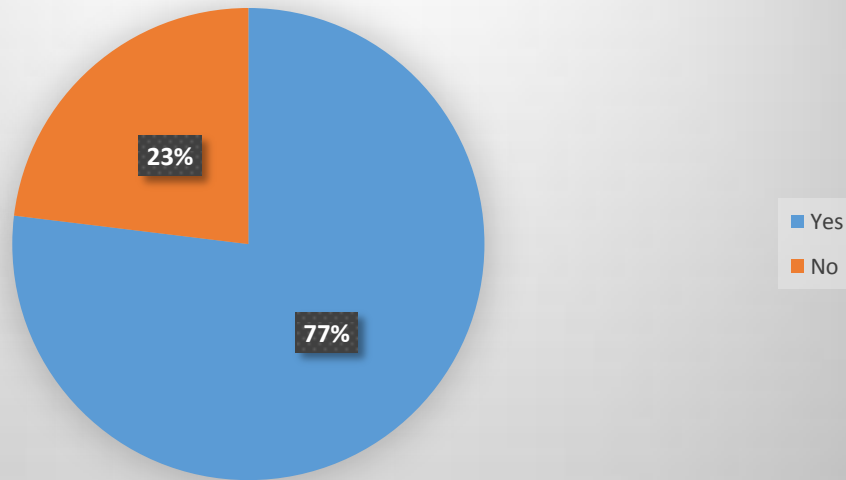
Of eleven students taken as a sample, the 91% of them said that the English class is interactive and the 9% said the contrary.

Is your English class interactive?



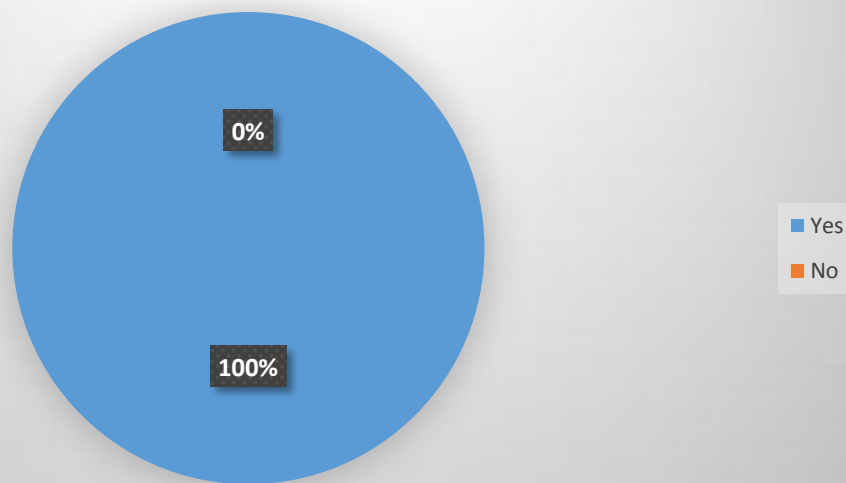
The 77% of the students learn many classes of oral production and the 23% of them said that there are not classes of oral production.

Does the teacher many classes of oral production?



The 100% of the students taken as a sample consider that need more practice in English.

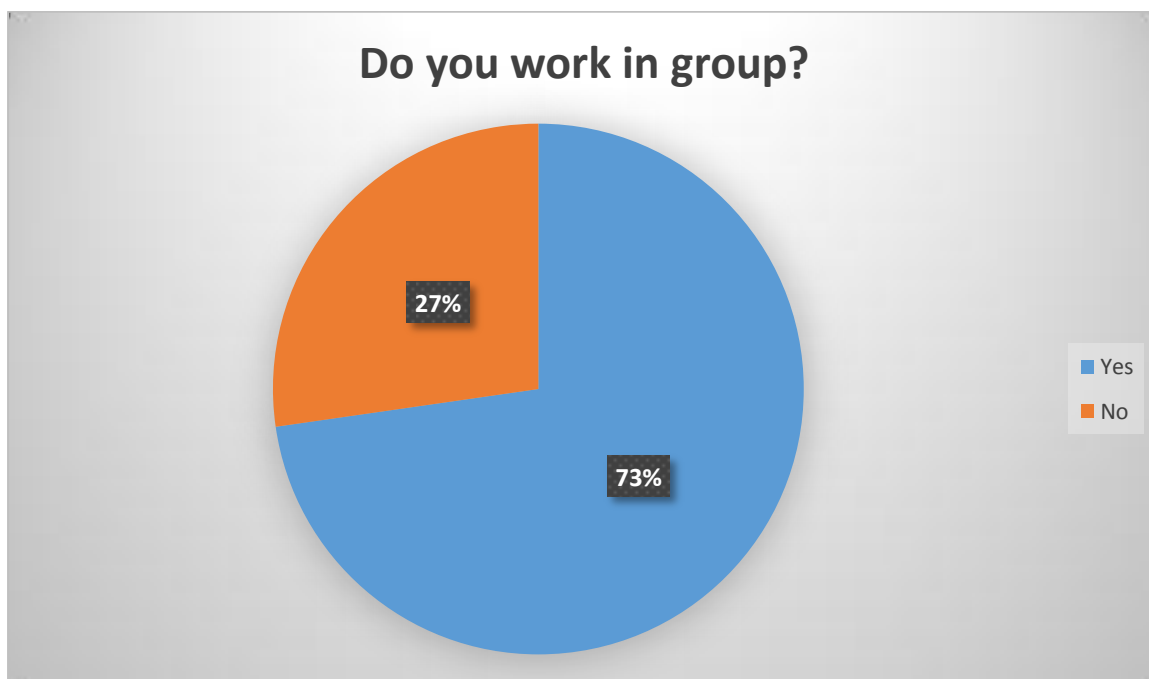
Do you consider that need to practice more the English?



The graphic show that the 9% of the students work in pair and just the 91% of them like to work alone.

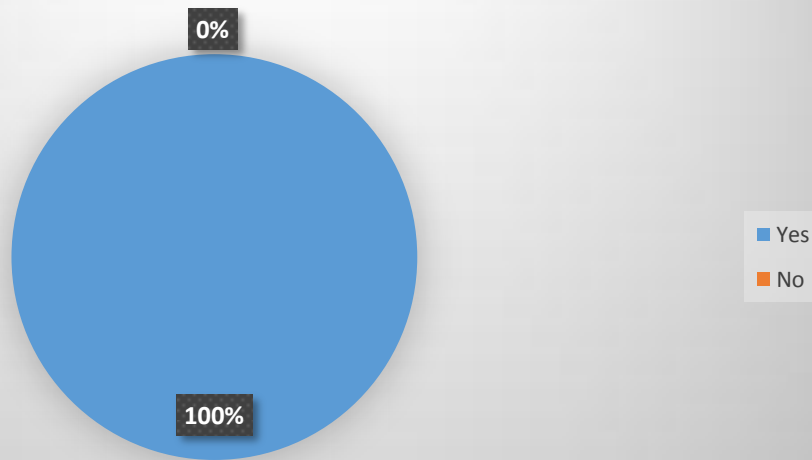


In this graphic, the 73% of the students like to work in group and the 27% do not like to work in pair.



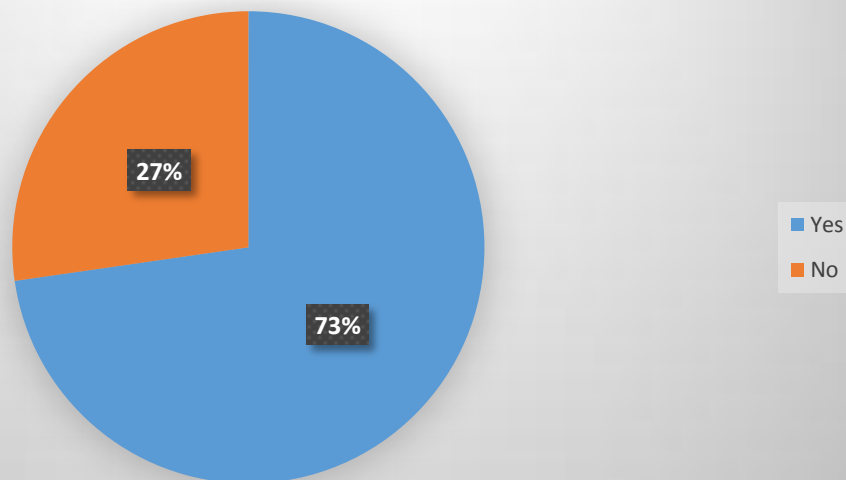
The 100% of the students want to be fluent in English.

Would you like have fluency in the English language?



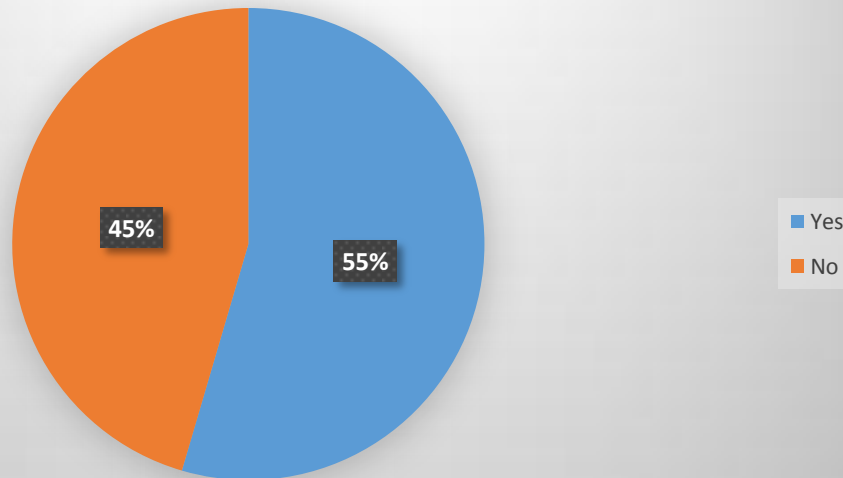
The 73% of the students taken as a sample told that the activities implemented by the teacher motivates them and just the 27% of them said that the activities does not motivate them.

Do the kinds of activities motivate you to participate in English?



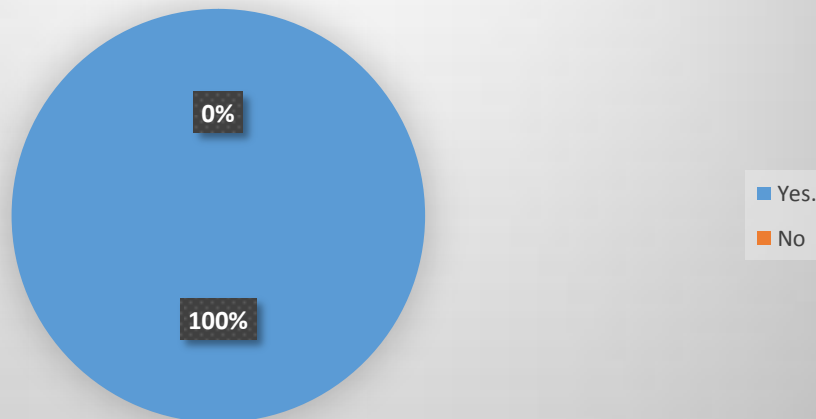
The graphic show that the 55% of the students practice English in the school and out of the school. The 45% of them do not practice the English language.

Do you practice the English inside or outside the school?



The 100% of the students taken as a sample want to participate in an audio-visual radio program.

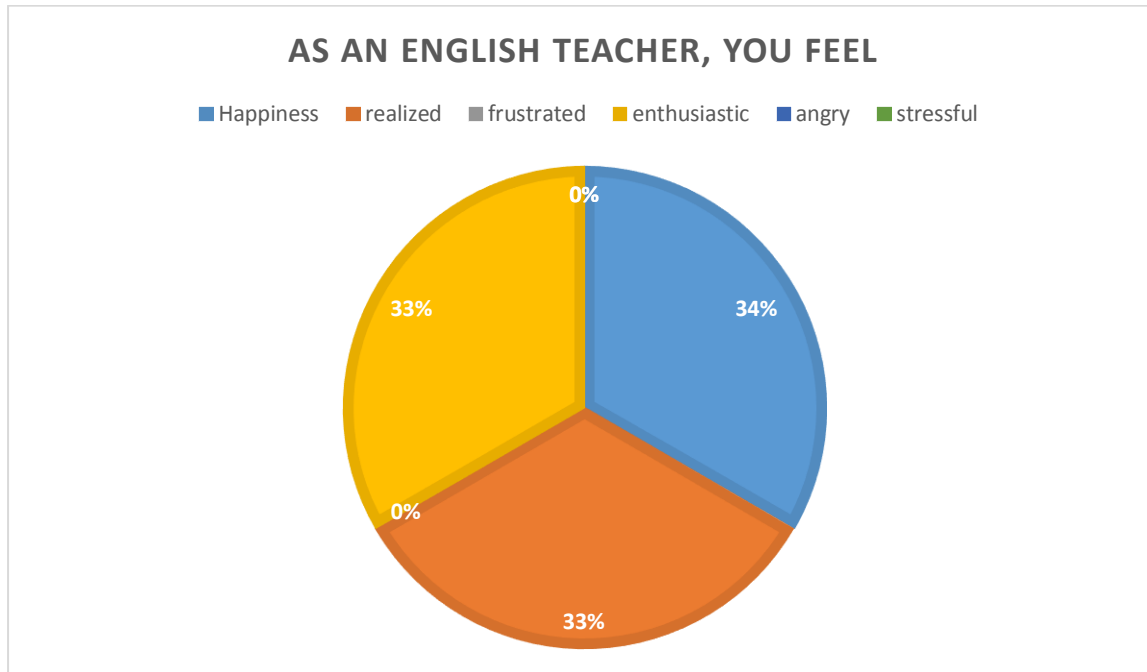
Would you like to participate in the elaboration of an audio-visual radio program?



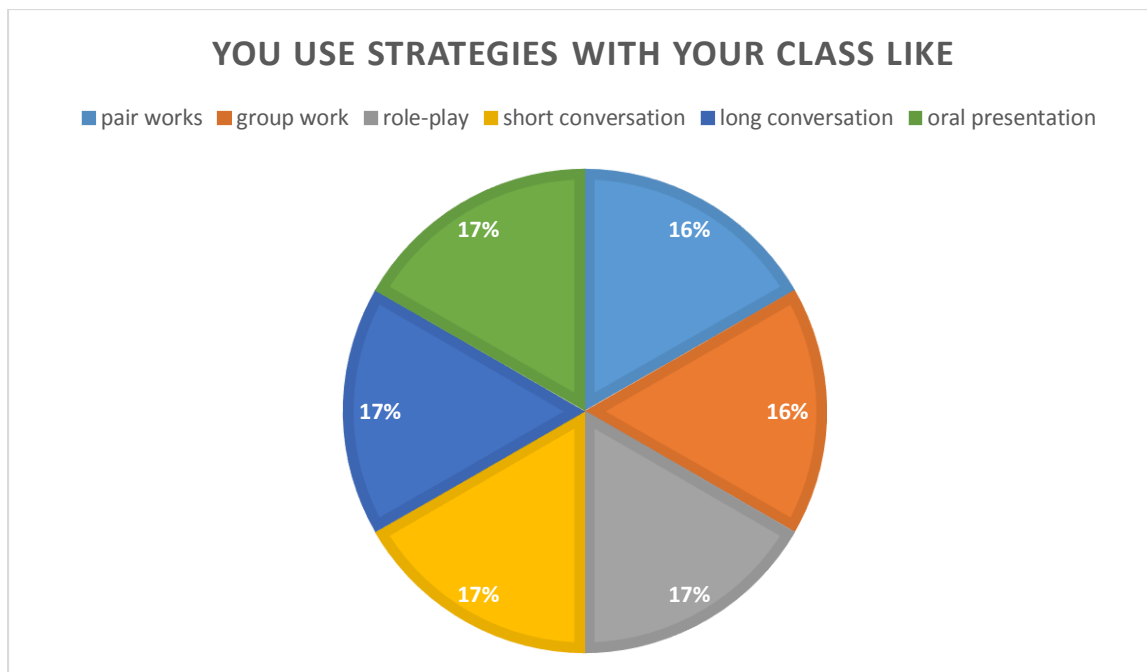
Annex. 4.

Graphic. Teacher's Interview.

The graphic show that the teacher feels happiness, enthusiastic, and realized.



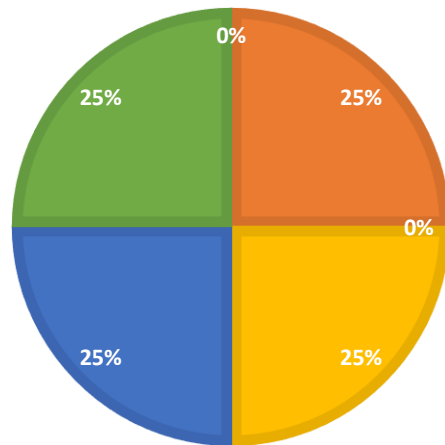
The graphic show the strategies, which the teacher applies in class. She uses the 17% of oral presentation, long and short conversation, role-play, and the 16% of the pair work and group work.



The graphic show that the students feel confident, enthusiastic, happy, and shy in a 25%, the 0% are frightened.

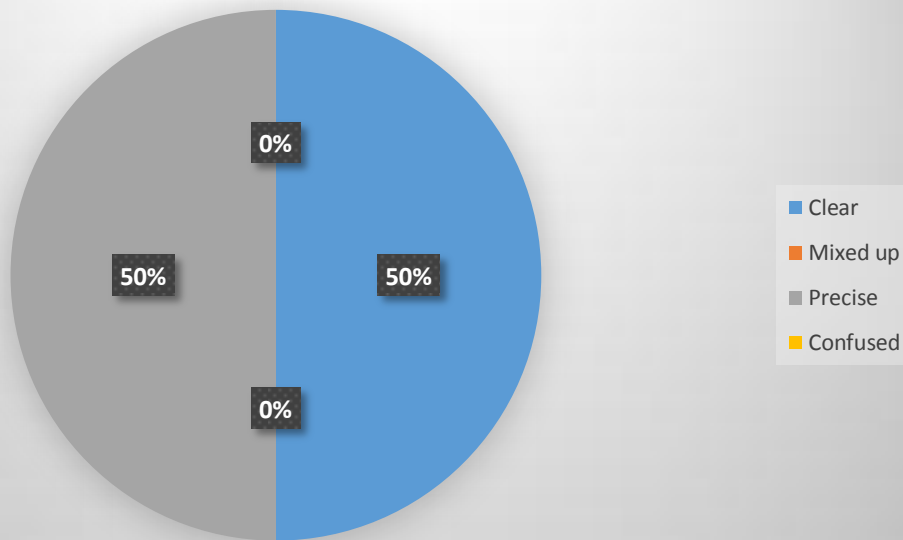
DURING YOUR ENGLISH CLASS, YOU CONSIDER THAT YOUR STUDENTS FEEL

■ frightened ■ confident ■ sad ■ enthusiastic ■ shy ■ happy



The graphic show that teacher's explanation are clear and precise.

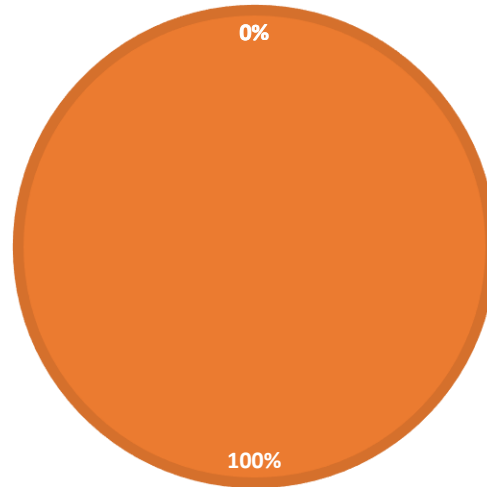
The explanation to your students are



The graphic show that the teacher consider their students speak 100% very good the English language.

YOU CONSIDER THAT YOUR STUDENTS SPEAK

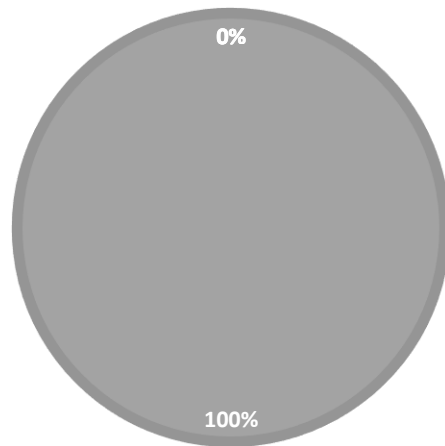
■ excellent ■ very good ■ good ■ need improve



The students have the ability to speak fluent. The graphic show the 100%.

DURING ENGLISH CLASS, STUDENTS HAVE THE ABILITY TO SPEAK FLUENT

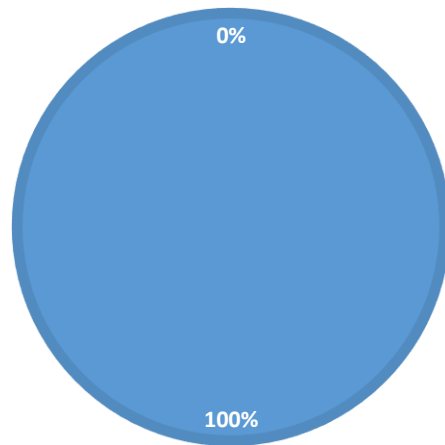
■ always ■ usually ■ sometimes ■ rarely ■ never



The teacher include in a 100% technological resources to teach her class.

DO YOU INCLUDE TECHNOLOGICAL RESOURCES IN TEACHING ENGLISH?

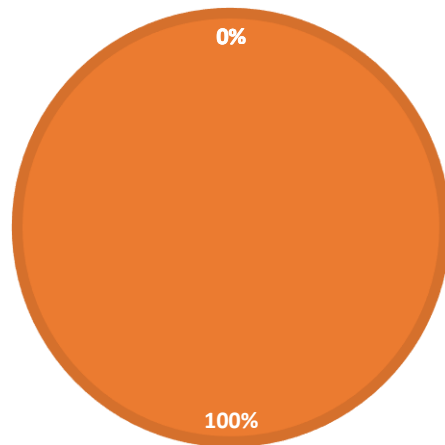
■ yes ■ no



The graphic show that the teacher include in a 100% technological resources in her English class.

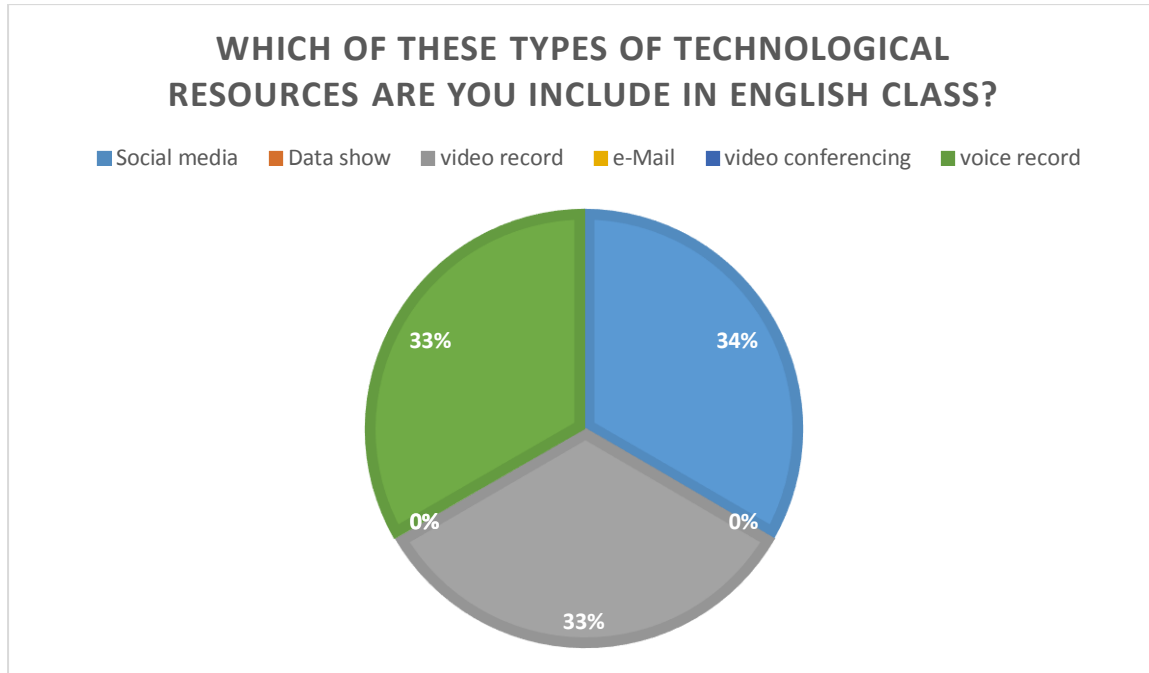
HOW OFTEN ARE YOU INCLUDE TECHNOLOGICAL RESOURCES IN TEACHING ENGLISH?

■ Always ■ Usually ■ Sometimes ■ Rarely ■ Never



The 34% of the technological resources, which the teacher uses is the social media, the 33% of voice record and video record, and 0% of e-mail, data show, and video conferencing.

Category	Scoring Criteria	Total Points	Score
----------	------------------	--------------	-------



Organization (10 points)	The type of presentation is appropriate for the topic and audience.	5	
	Student present information in logical interesting sequence which audience can follow.	5	
Content (20 points)	Technical terms are well-defined in language appropriate for the target audience.	5	
	Material included is relevant to the overall message/purpose.	5	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	5	
	There is an obvious conclusion summarizing the presentation.	5	
Presentation (25 points)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	
	Speaker uses a clear, audible voice.	5	
	Delivery is poised, controlled, and smooth.	5	
	Good language skills and pronunciation are used.	5	
	Information was well communicated.	5	
Voice: clarity, pace, fluency (55 points)	It dominates the theme that express.	10	
	The ideas and details of the issue expressed with clarity and fluency.	15	
	It shows clarity and consistency in their ideas.	10	
	Presenter spoke clearly and at a good pace to ensure audience comprehension. Delivery was fluent and expressive.	20	
Score	Total Points	100	

Annex. 5.

Student's Evaluation Rubric.

Annex. 6.

Audio-visual Video Rubric.

Video Presentation Rubric					
Content	Beginning 1	Developing 2	Accomplished 3	Distinguished 4	Score/Comments
Does the presentation cover required elements thoroughly?	<p>Little to no use of scholarly information in the development of the program.</p> <p>Program does not address all the required elements</p>	<p>Minimal evidence of use of scholarly information in the development of the program</p> <p>Program addresses all required elements but lacks thoroughness and clarity</p>	<p>Program demonstrates moderate use of scholarly information in the development of the program.</p> <p>Program addresses all required elements.</p> <p>Some elements are covered with excellent clarity and thoroughness while others could be improved.</p>	<p>Program demonstrates sound use of scholarly information in the development of the program.</p> <p>All required elements are covered thoroughly.</p>	
Content & Organization Is the project organized and well thought out?	<p>Not organized.</p> <p>Difficult to follow. Poor quality shows and poor effort.</p>	<p>Portions may be poorly organized.</p> <p>Hard to follow the progressions of the story.</p> <p>Shows some effort.</p>	<p>Fairly well organized. Format is easy to follow.</p> <p>Good explanation shows and good effort.</p>	<p>Program shows a continuous progression of ideas and tells a complete, easily followed story.</p> <p>Well organized.</p> <p>Excellent, well thought out explanation shows superior effort.</p>	
Usefulness – Does your video stay focused on an informative topic? Does it promote the use of technology to inform the audience about the topic?	<p>Project's usefulness is in question.</p> <p>Does not inform; does not stay focused on the topic.</p>	<p>Project provides some information and uses technology; has problems staying focused on topic.</p>	<p>Project is focused and informative; promotes the use of computer technology to create the video to deliver information.</p>	<p>Project is focused and very informative; promotes the use of computer technology to create the video and makes others want to use the same type of format in delivering information to an audience.</p>	

ANNEX. 7.









