

Using Contextualized and Original Videoblogs to Enhance the Speaking ability

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University of Nariño

Submitted to the Faculty of Human Sciences School

Linguistic and Languages Department

English and French

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Nota de responsabilidad

Las ideas y conclusiones aportadas en este Trabajo de Grado son Responsabilidad de los autores.

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Resumen

La tecnología y la multimedia están ganando más y más terreno en las prácticas educativas. En estos días es más común ver profesores aprovechando recursos como videos, audios, libros e historias tomadas de internet y es normal que los estudiantes de esta generación usen esta clase de recursos para su propio estudio. Teniendo esto en cuenta, sería lógico asumir que en el campo de la enseñanza del inglés como segunda lengua no vaya en contra de esta corriente.

Hay estudios relacionados con Videoblogs y sus usos en la enseñanza de lenguas extranjeras, por ejemplo, el uso de videoblogs como herramienta para incrementar la autoconfianza de los aprendices que estaban aprendiendo inglés con resultados que llamaban la atención por su éxito (Watkins, J. 2012) u otros estudios que mostraron que los aprendices que usaron videoblogs como herramienta para incrementar el factor afectivo de una segunda lengua a través de su uso, y se convirtieron en aprendices efectivos de la segunda lengua en cuestión (Garay, U; Castaño, C, 2013)

En este trabajo de investigación se pretende mostrar toda la información de este tema y como puede ser adaptado a este contexto para tomar ventaja de herramientas útiles para el aprendizaje de lenguas extranjeras; herramientas como los videoblogs.

Abstract

Technology and multimedia are gaining more and more spaces into educative practices. In these days it is more common to see teachers taking advantage of resources like videos, audios, books, story tales taken from the internet and it is normal to students that this generation use this kind of resources for his own study. Keeping this in mind, it would be logical to assume that the field of TEFL is not against to the stream.

There have been studies related with videoblogs and its uses in foreign language teaching, for example, the use videoblog as a tool for increase self confidence of learners that were learning english with results that are appealing by their success (Watkins, J. 2012) or, other studies that showed that learners who used videoblogs as a tool to increase the affective factor to the second language through its usage, and become effective learner of the second language (Garay, U., Castaño, C., 2013).

In this research paper it is intended to show the background of this topic and how it can be adapted to this context in order to take advantage of useful tools for learning a foreign language, as videoblogs.

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Introduction

In Colombia, children and teenagers seem to be unprepared to speak in English, mostly because they are not taught beyond the reading and writing skills. Even if the teacher speaks in English to enhance the learning of an L2, students receive instructions focused on the written production (how to understand it, how to produce it). It is natural that students do not know how to speak or to produce oral statements different from those that they have been taught in classes, including “My name is” or “Can I go to the bathroom?” So, in a country where technology and Internet are arising, what can a teacher do to make students produce more spoken English?

The answer may be in the use of one of the most popular ways to stream every type of content, from entertainment to educational, and one tool is near of almost everyone in the world nowadays: The Videoblog.

In this research project there is a proposal of how to use them for educational purposes, emphasizing in the language teaching and language learning process and explore the possibilities that this material has to offer the 21st century teachers.

The Research Problem

Problem Description

In Colombia, children and teenagers do not seem to have enough linguistic resources in English to be able to produce their own statements in oral communication. This is a problem that was visible during my practicum: teachers, students, and administrative workers were worried about the constant tests and evaluations they had to face, which were applied by the government at least three times a year, and due to the design of such tests, they only focused their efforts on working on reading and writing skills.

There can be several causes, for example, since they are taught mostly reading and writing abilities in order to them to be able to answer the standardized SABER 11 (Previously ICFES), and the other SABER exams (in third, fifth and ninth grades) in a correct way. It is easy to determine why learners have not developed the speaking skill to convey their own statements. Another cause is bound to the significance of what teachers teach. Due to the standards imposed by the government, EFL in Colombia does not count with an appropriate context where students could use in certain situations, similar to what Kumaravadivelu (2012) says according to context, that is, that government’s policies in education have to be built in concordance to context in

which learners are. The basic premise is what is not significant to the student can be easily forgotten due to the fact that there is a long-term memory and the working-memory. The working memory is limited, and it is the first step to store something in the long-term memory. If the working memory is limited, it is elementary to say that if an item is not significant it, will not pass the first step in the storage process and it could be discarded (Woolfolk, 1999, p, 255). In an EFL context like ours, it could be inferred that the information that is not significant can be fast deleted from the working-memory, leading to unsuccessful learning.

In consequence, learners are not going to be able to speak in English in any context, because there is not a significant reason for them to do it, and that could be a problem in the nearer future for the government's plan of making Colombia a bilingual country (Ministerio de Educación, 2004).

The possible solution proposed in this research project is making English as significant as it can be. Students will combine the L2 learning with their personal appreciations of life or their own lifestyle with the L2 using videoblogs in two ways. Teachers will use them to explain their subject matter with teacher made and existent videoblogs and students will use it as a tool to produce oral statements as a video-diary. Turning input into a vehicle to generate output, may make students increase their oral production, as they are encouraged by using the target language combined with their personal experiences, so that using English becomes a significant practice to share ideas.

Problem Delimitation

The main concepts in this problem are: Standards, Proficiency, Input and Oral Production.

- a. Input:** Chaudron (1985) as cited in Van Loi and Franken (2010, p. 63) defines de input as “the raw data from which they derive both meaning and awareness of the rules and structures of the target language”
- b. Oral Production:** Redondo (2012) states the oral productions as “an ability to communicate with others”
- c. Proficiency:** According to Del Vecchio, A, and Guerrero, M (1995) Language proficiency is “a coherent orchestration of discrete elements, including vocabulary, discourse structure and gestures, to communicate meaning in a specific context”

- d. Videoblog:** A record of thoughts, opinions or experiences that have been filmed and published in internet.

In the population delimitation this situation will take place in a public high school in El Tambo – Nariño, specifically with students from ninth and tenth grade, both, male and female participants that are between social strata 1 and 2, randomly chosen so they can be a significant sample of the population.

Statement of the Problem

This research will attempt to answer this question: Do learners in El Tambo, Nariño, that use videoblogs as a tool for communication in a foreign language enhance their proficiency level in oral production when compared to those that do not use them?

Objectives of the Study

General Objective

To determine whether videoblogs are a useful tool or not to increase the English oral proficiency level in students from 9th and 10th from El Tambo - Nariño

Specific Objectives

1. To identify students proficiency level using a Pretest
2. To determine the effectiveness of videoblogs in the three groups
3. To compare the results of the three groups in order to see if videoblogs provide a significant variation in speaking skills.

Significance of the Study

Since there is very limited research in the videoblogs applied to linguistics and Second Language Acquisition, the significance of this study is to promote the investigation of alternative platforms of internet as videoblogs to use them in Second Language Learning and Foreign Language Learning in

Another point of significance of this study is to provide the videoblogs as an innovative tool for teachers and students, and with that, promote the exploration of new platforms of Internet based technologies to create new spaces in learning of a foreign language.

Finally, probably the most important reason to conduct this research is the need to find a strategy that may possibly contribute to get better results in oral production, in this particular case, an innovative such as videoblogs. The Colombian education system in foreign language learning is slowly changing its policies but it is still attached to classic methods, which are based

more in reading and writing. In order to change the system from a teacher's perspective it is compulsory to look beyond the tools and methods to guarantee learning in modern ages.

Limitations

The possible limitations this research could face are regarding availability of the equipment necessary to carry out the activities. But since the activities could be done even in a smartphone, this limitation could be easily overcome by working with the computers that school has or even with the internet and computer free access that the local Major's Office brings to the population.

Until now, the problem statement has been addressed as well as the objectives to set a road map to the study in order to achieve the goals and clarify the way the investigation will be conducted. Also, some key aspects have been presented, namely, input, proficiency, oral production and Videoblogs to contextualize the reader. Finally, the importance of this research has been discussed, adding justifications and trying to widen the outlook of technologies in the English teaching and learning process, trying to surpass of the limitations.

Theoretical Framework

Technology and multimedia are gaining more and more spaces into educational practices. These days, it is more common to see teachers taking advantage of resources such as videos, audios, books, story tales taken from the Internet, and it is normal that students of this generation use this type of resources for their own study. Keeping this in mind, it would be logical to assume that the field of language teaching is not oblivious of this trend.

There have been studies related to videoblogs and their uses in foreign language teaching, for example, the use videoblogs as a tool to increase self-confidence of learners that were learning English with results that are interesting due to their success (Watkins, 2012), or other studies that showed that learners who used videoblogs as a tool to increase the affective factor in the second language through their usage, and became more effective second language learners (Garay & Castaño, 2013).

This research project intends to show the background of this topic and how it can be adapted to the Colombian context in order to take advantage of useful tools for learning a foreign language, such as videoblogs, as well as propose a series of tasks to be developed with this material.

Antecedents

There have been studies related to the field of technology in language learning that started with the basic aspects of education and computational tools. For example, worried by the growing popularity of the Internet and its constant advances, which are useful, but not used enough, Arias (2012) from the Universidad Pedagógica Nacional wanted to use the most common tools from Web 2.0 (Podcasts, blogs, Wikis, etc) to give an introduction to future teachers of how pedagogical practices through the use technologies have to be carried out, based on a previous appreciation of Marcelo (2007) that says:

The new modalities in teaching and learning processes are demanding a change of practices to the teachers, but also of knowledge and conceptions about their own role as teachers, of their own professional identity, of their conception of time and professional task. (Marcelo, 2007, p.1, as cited in Arias, 2012, p. 52)

In this way, after offering internet-based tasks with the tools of web 2.0, a meaningful change was noticed in three components: technological, in which undergraduate bachelor students know the tools. Pedagogical, in which they dominate those tools to use them in an academic context and recognize them as a road map to learning. And finally, Linguistics, in which the same students of Foreign Language Bachelor improved their level of grammar and vocabulary. Thus, it is supposed that web tools, as videoblogs, would be successful and innovative, not just for students but also for teachers because it can work as teaching tool as well as learning tool.

Following the field of technology in foreign language teaching, Yunus, Su LI, and Ishak (2012), in Malaysia, wanted to know the perception of gifted students (students with a different or superior intellectual capacity than the average population) to the Web 2.0 tools, obviously taken to the foreign language learning context. To get closer to the opinion of the students, the data gathering was based on questionnaires or more precisely, surveys, with open and close questions applied to gifted young teenagers from *PERMATA Pintar National Gifted Center*, aged 16 to 17 years old that came from Malaysia, China and India. The first benefit was the exposure and immersion to the foreign language, which resulted in a remarkable improvement of reading and writing skills (which were, and still are the most used abilities in virtual environments). As a second benefit, there are the virtual critics and the momentary feedback that includes the most possible immediate correction from target language native speakers. The previous benefits come

with a third one that is that students develop self-confidence at the same time they interact with strangers, they felt motivated in making know themselves through English language, which took them to increase their intelligibility in order to be understood for the person at the other side of the screen. Hence, it can be noticed that students took advantage of tools offered by Internet and they enhanced their level of comprehension and production even if the linguistic corrections was uncertain.

The research workshop of Hernández, (2012) analyzed some of the subfields referred to the communicative competence and how these could take advantage of the Internet to foster lexical acquisition and the reading and writing skills. It also aimed to demonstrate the interactions of the students with Internet and how these affect positively their communicative competence. Among the conclusions that were formulated, it was found that the Internet is not a one-dimensional tool but multidimensional due to the usage of pages with audiovisual content (That go from academic pages to social networks, to name a few) and allows the exploration of many areas of the language, even if the use is only for written communication. Other conclusion is that the use of web pages eases the acquisition of knowledge, and if those concepts are indexed among the main results of a search engine, they will more relevant to students.

Focusing on the use of videoblogs in language teaching, Garay and Castaño (2013) proposed a study in a language center where Spanish and Euskera (Basque) were taught. There, native speakers of Arab and Rumanian (approximately 30) that were learning Spanish and Euskera were asked to make videoblogs in which they told in their own languages the needs and challenges that they had faced while learning a second language. The videoblogs had to have Spanish and Euskera subtitles. In the videoblogs the learners made, it was noticed how asking and answering questions about their needs helped them to interiorize the L2 through the subtitles that they had to add to the video. Using and giving value to their own language “Helped them to their learning and integration” (Garay & Castaño, 2013. p, 223) the value that this research had is the proposal of keeping in mind the affective value at the time of suggesting topics to use videoblogs in order for students to identify variables that help them to acquire a foreign language.

Finally, and in the same way, Watkins (2012) proposed a pilot study similar to that conducted by Garay and Castaño (2013), but with two groups of Japanese students that were studying English. In this study, students were asked to use the L2 in the videoblogs. The videoblogs were seen by the researcher as an area of the usage of English that goes beyond the

classroom. The practice of the speaking ability was increased, but since this was a pilot study there were no concrete results; yet, it put forward some circumstances and situations to do a broader research about the topic, and it also proposed solutions and topics to use videoblogs, which is very useful for further research.

Teaching Language in Context

Teaching language in context involves three big theoretical dimensions that-involves:

- a. The context that involves the economic resources of a student.
- b. The context of the student's first language
- c. The context where the foreign language is spoken.

Defining and adapting the three dimensions into a unique universal context is important because all of them take its place in the whole sphere of teaching-learning of foreign languages, and keeping them in mind may facilitate the acquisition of new language.

The context that involves the economic resources of a student. The resources that can be reached by students are dependent of the region where they are. Even though there have been studies that have demonstrated that there is no meaningful learning difference between the environment of the students that come from the urban area and those who come from rural areas (Quintana & Gómez, 2013). It cannot be denied that there are differences among the resources that can be reached by students of upper or lower social class, and its incidence in a foreign language learning (Madrid, 2010). So it is necessary to keep in mind the social status of the learners when the teaching process is being done, but at the same time trying to minimize the perception of the line that divides the social status among the apprentices who have high quality materials from those who do not.

The context of the student's first language. Even though the learning process of a foreign language came inherently with cultural baggage that is translated into a totally new worldview (Oviedo, 1980, 2002) it is not a total obligation acquiring the culture of L2. In fact, there can be a distinction between the "appetite for language" and "appetite for culture", due to the fact that there are countries in which English is spoken (For example, India or Australia), but Anglo-Saxon culture it is not present. English is only used for communicative purposes as said by Kumaravadivelu (2012). In that order of ideas, it can be said that an L2 can be used inside a communicative context of student's first language, in order for him/her to recognize his/she own language or culture bounding the L1 vision (Vision 1), and the L2 vision (Vision 2).

The context where the foreign language is spoken. Being aware of the context of the native language and its property of being indivisible of a foreign language learner, it is time to go to the context of the foreign language itself. Inside the definitions about context, the following could be the definition that is more understandable when “Education in Context” is referred, and is what recalls to teach a foreign language through real situations of use, as a script that has to be executed where a scenario is happening. The term *script* refers to Schank and Abelson (1977, as cited by Omaggio, 2002, p. 147) and it wants to explain that in order to reach an objective it is necessary to go through a scheme, that according to Rumelhart (1977, as cited by Omaggio, 2002, p. 147) is “An abstract representation of a concept for an object, event or situation”. The cited example is the word *house* that have many uses according to cultural differences, which should be keeping in mind at the moment of creating a schema because the wrong scheme for the word *house* may cause misunderstandings

Videoblogs

According to Cambridge Advanced Learner’s Dictionary & Thesaurus (2016), a Videoblog is a recording of thoughts, opinions or experiences that have been filmed and published on internet. Another definition is that videoblogs are a variation of Blogs (that are written texts published on internet), in which audio and video are added. videoblogs have attracted no academic attention yet. That is the reason why it is necessary to keep going with not academic sources in order to define what videoblogs are, at least for the moment.

But entering into the academic definition of videoblogs it could be said that these are the evolution of blogs. Even if the terminology is very similar to that of the blog, there are little differences. For example, the vocabulary associated with blogs has, for example, words as blogs, blogging and bloggers which are the product, the action and the person who does it, respectively, and the words associated with vlogs, following the same structure, are vlogs, vlogging and vlogger which are also the product, the action and the person who does it. The main difference is that the creators of videoblogs are willing to be devoted to their followers, which allows that popularity of content creator increases among the people who watch them (Gao, Wen & Tian, Yonghong & Huang, Tiejun & Yang, Qiang. 2010)

Videoblogs platforms. Web pages that act as portals for storage and streaming of videoblogs are abundant, and among them it can be found: VK, Twitter, Facebook (which also is a social network), Vimeo, DailyMotion, Metacafe and Youtube, being the last one that works

with the most of population in the world, being used for more than a billion of users worldwide, it reaches more American adults between 18 and 34 years olds than any cable television provider in that country (Youtube, 2015)

Videoblogs organized by categories. Currently, there are six main Videoblogs categories, which will be presented and defined:

- **General Interest:** this type of Videoblogs shows topics that have attracted the attention from the public in one way or the other. A *Vlogger* (which is the name that the person who makes these contents receives) can talk about events, news, among others.
- **Personal Life:** Videoblogs where the Vlogger prefers to tell personal aspects, facts and stories about its own life.
- **Tutorials:** Where the Vlogger teaches how to make something practical. The videos go from “How to fix some computational trouble” to “How to make hair braids”. The exposed tutorials are from situations taken from daily life.
- **Formation/Education:** In this type of Videoblogs there is usually a teacher/professor teaching academic topics. There are Vloggers for mathematics, physics, foreign languages, etc.
- **Gameplays:** The common videos for these categories are videos where the Vloggers show their audience a game played by them.
- **Reviews:** In this last section, Vloggers give their opinion about a product, including CDs, DVDs, books, restaurants, etc.

These categories are varied and some of them are purely for entertainment, but there are at least two sections dedicated to teaching, which are tutorials and formation/education. These projects include Videoblogs related to education, specifically, to foreign languages.

What material is required to make videoblogs?

The resources needed to make Videoblogs guarantee that any person who wants to make them can be part of any of the platforms of Video blogging, due to the fact that only three things are necessary for making videoblogs: a cam recorder, a computer, and software for editing videos.

As it can be observed, the catalog is extended and it is easy for people to be creators of contents or viewers; that is what makes this platform known worldwide and a whole educative tool that needs to be explored.

Technology

Technology in foreign language learning must be understood as the required equipment to access to the context of the foreign language. Devices such as smartphones, tablets, computers, laptops, even smart televisions are examples of the equipment. Technology provides new information horizons in foreign language learning, where content of every kind is found, but what makes technology so particular is that it eases collaborative learning (GodWin-Jones, 2003, cited in Watkins, 2012, p. 197). The implications of this are that collaborative micro-groups or worldwide groups can be created to work, research or educate. For example, use of Wikis and Forums to search for information to write an article as a collaborative tool of text writing, where any person can participate in a common language, and that creates a naturalistic environment for learning and the practice of writing skills (Luo, 2013). The next point is intended to explain more of the phenomena.

A very positive consequence of using technology for language teaching could be collaborative learning. Zañartu (2014) refers to collaborative learning as a discourse that is derived of inter-subjective human attitudes. It is centered basically around dialogue, the negotiation, in the word, in learn from explanations, and web learning is purely a “conversational” environment. Besides, her work shows interesting conclusions. For instance, “Collaborative Learning through use of information technologies has as a core element of the process the language, uses abstract concepts, the interchange and the social approximations, that gives a new value to ‘Discourse and the social aspects’” (Zañartu, 2014, p. 8)

Applied to videoblogs, collaborative learning through technology can be seen in the comment section from each one of them. If a student who uploads a videoblog gets comments from native speakers, their learning could be favored more than only with teachers and partners’ comments, as they would be learning from all the people around the world. Collaborative learning intends to give a road map of learning on internet that is compound of three things: The users, the channel (internet) and the information. The students access, filter or take advantage of the information that other have posted on internet. That information can be explanatory (web pages that have, for example, topic definitions, inform of process, books, etc.) or corrective, when a user corrects other, mainly in linguistic environments¹.

¹ Those linguistic corrections can go from grammar and spelling corrections, which allow a language learning process that is mediated by the native speakers.

Speaking skill

Brown (1994; Burns & Joyce, 1997) refers to speaking as “an interactive process of constructing meaning that involves producing and receiving and processing information”. Adding information, other authors claim that production of knowledge is bound to the context in which speaking occurs (Burns & Joyce, 1997) and finally, other authors state that speaking is an ability of the language related to production (of language) as writing, a definition that is quite different to the previous one because speaking has its own structures, conventions and sub-abilities (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996)

In conclusion, it could be said that education in context, videoblogs and technology combine perfectly to achieve a theoretical support of why videoblogs can be an efficient alternative in language teaching. The initial idea is to mix the three factors to support the idea that teachers have to make their own videoblogs, based on students’ communicative needs, social context and their own culture. Teachers have to identify these aspects to make proper quality material to reach their students.

Keeping into account the mentioned dimensions of the education in context and trying to offer a practical use of it in this research project, teachers could show students a situation. That situation could be ideal (where they recreate how could be their lives in a place where the language they are learning is spoken) or contextually nearer (how could they create a situation in their own context where they could speak the foreign context, for example, giving instructions to a tourist). If students’ videoblogs are public and visible not only could they correct each other but they could receive helpful and feedback from people all over the globe, and if they prefer, students could have the chance to help someone in another part of the world in a similar situation (Collaborative Learning through technology).

Technological tools such as the Internet are not something new these days, but they can be potentially wasted (Caicedo, 2008, p. 6). During the last decade, it can be observed how scientific production, related to the use of Internet in classrooms to achieve meaningful learning has grown. The specific use of videoblogs are not well develop in research studies which suggests that in the latest years research has investigated and improved the language areas related to the reading and writing and it has neglected oral production. Now, this research is about using the tools that are right there, on Internet, specifically, videoblogs, creating in context and original material that can be useful to the learners to create a supportive learning environment.

Conducting studies on these axes of language and computer tools would be a revealing advance in audiovisual instruments from the day-to-day internet. Also studying the context of students who use them and learn foreign languages contribute to balance learning, acquisition and the uses of the language skills taking advantage of tools that teachers can control in order to achieve higher results in learning.

Research Design

Research Paradigm - Positivism.

“Positivism” is a well-known paradigm in social sciences. It can be defined as “an approach which applies scientific method of natural science to study human activity using objective inquiry and thereby presupposes the unity of the sciences” (Hollis, 1994, p. 41, as cited in Buddharaksa, 2010, p.1). Its main feature, according to Kaboub (2008), is that positivism tries to conduct an experiment in lab-like conditions in order to eliminate the external world’s complexity. Also, in his article, Buddharaksa provides two other characteristics related to positivism that are, *Empiricism*: This feature based on observation from five senses of human being (Hollis, in Buddharaksa, 2010, p. 2) the researcher needs to observe and manipulate the object he is studying. Second, *Scientific Explanation*: the researcher must incorporate at least one general principle, a general fact, and he must provide an explanation to phenomena according to the general principle. Related to this research project, positivism offers a suitable research condition to study if the proficiency level is increased or not in students that use Videoblogs, due to the objectiveness of its nature and the way that this study will be carried out (see page 6).

Research Method - Quasi Experimental Method.

According to White and Sabarwal (2014), the quasi-experimental method differs from the experimental method basically because the latter requires random selection while the distribution of subjects in quasi-experimental research is chosen by the researcher or it is given by an authority. Since this study will be conducted with school grades it could be said that the distribution is chosen by the school authorities which eliminates the first condition of experimental methods: random participants.

Also, in quasi-experimental designs, “the program or policy is considered an ‘intervention’ in which a treatment- is tested for how well it achieves its objectives” (White & Sabarwal, 2014) and this study is not being thought as an investigation of what consequences a treatment shows, instead the research is thought to be the key that answers if videoblogs could be

a useful material to teach languages or not. And to get the answer it is necessary to apply a treatment (Using videoblogs in the classroom), which totally corresponds to White and Sabharwal's (2014) appreciations of what a quasi-experimental method must be.

Research Techniques

Pretest-Posttest Design

Pretest are, according to Price, Chiang., and Jhangiani (2015) “The pretest-posttest design is much like a within-subjects experiment in which each participant is tested first under the control condition and then under the treatment condition.” and posttest would be by mere logic, the test that is applied in a later stage of the treatment

In the design of the pretest and the later posttests, the researcher must keep in mind the conditions that are set in the work space, in this case, the researcher should know the standards that the government sets up for schools in terms of foreign language learning in order to know the actual level of students and see if its beliefs are right, and the most important thing: to know the starting point of the process.

According to the Basic Standards of Competence in Foreign Languages - English, published by Ministerio de Educación Nacional (2006), students in eleventh grade should be able to speak fluently about their own feelings, personality, and other people's lifestyles, give opinions, and to be in B1 level according to the Common European Framework.

In that way, the speaking rubric used to do the tests should be correspondent to that level of English, that is why the best choice is working with a B1 Rubric, in this case, with the rubric provided by Cambridge (Appendix 1), which is based on the Common European Framework B1.

Population, Sample and Setting.

In order to achieve the most realistic sample, this study would be conducted in a small village, trying to emulate the conditions of most of Colombia's schools.

Population

El Tambo – Nariño, nowadays has two big schools. Taking one of them, it can be found that there are approximately 500 students in secondary level that include both genders, female and male students. Due to the fact that most of the population in El Tambo is between social stratum 1 and 3, it is possible that students' population be, in average, in social stratum 2.

Sample

This research project will attempt to work with a sample of 90 students divided in three groups from eleventh grade. They are in social stratum 2, both female and male between 15 and 18 years old.

Setting

As it was said, this study is intended to be carried out in a School located in El Tambo, Nariño, located 37 km away from Pasto, Nariño. It is well known by its cultural activities that are at least 15 a year, promoting tourism as well as standard technological advances, including internet access, television, radio, and mobile communication. One of its schools was into the ranking of the 10 best schools of Colombia (El Espectador, 2015). This study will be well conducted in this town.

Procedure and Treatment

Treatment

Using Videoblogs is the focus of this study. That is why it is needed to encourage its uses to the maximum. In this way, materials are Videoblogs themselves. As we will see, Videoblogs themes will be divided in two moments, Reception and Production.

1. **Reception:** In this stage, students will watch Videoblogs with English learning content, such as vocabulary videos, explicit grammar videos and listening exercises. The main idea is to use videoblogs in order they be an extra support of classes. The reception stage will be divided in two groups: Videoblogs already existent on Internet and Videoblogs produced by the teacher.
 - a. **Teacher's Role:** Teachers should use videoblogs as part of the topic they teach in classes. In one group, it is important that educators choose appropriate videoblog materials to share with students. Those videoblogs have to be pertinent for reaching a deeper knowledge in topics they see in classes, in order they be effective. In the other group, teachers do not have to choose videoblogs, instead they have to create them. The content of the videoblogs created by teacher should be correspondent with the topic he/she is developing in classrooms. In simpler words, teachers are facilitators of audiovisual materials that could be original or taken from the internet in order to enhance the understanding of topics developed in classes.

2. **Production:** In this second stage, the main role relies on students that will produce their own Videoblogs, talking about their own experiences or thinking, taking into account information learned from the reception stage.

It is important to know that students may be not prepared to create videoblogs without training. For this reason, it is essential to have at least one session of training about making videoblogs that could be carried out in the first week of the study.

The grammar will be focused on oral communication, as further information says, in order to videoblogs they create be understood not only among the students of their own classroom, but with people of all over the world.

Since this will be a quasi-experimental method, a control group is needed, which will be assessed with the pretest and posttest too, in order to track if there is any progress with the other groups and if improvement in the control group is due to the intervention.

Three groups are important because one will use teacher-made videoblogs, the second will use existent videoblogs and the third one will not use videoblogs. Since there are two types of videoblogs it is important to set also if there is a difference between them

Group	Videoblogs source.	Production of Videoblogs	Pretest and Posttests
Group 1	Teacher's Videoblogs	Yes	Yes
Group 2	Internet's Videoblogs	Yes	Yes
Control Group	No Videoblogs	No	Yes

Figure. 1 – Distribution of groups.

In that way, it can be affirmed that all the groups will receive the same grammar/vocabulary content; the variable will be using Videoblogs. As population, setting and sample the study will be conducted with female and male students, where the goal is to compare the proficiency level of learners that use Videoblogs as a tool for communication in a second language from those learners that do not use it.

Procedure

In terms of procedure is important to list not only the investigative tasks but also the administrative ones, for example, asking for permissions and giving the proper appreciation to the heads of the school this project will be carried out.

Keeping into account the previous statement, the first step is asking for permission to develop the study in one of the two schools in El Tambo – Nariño through letters or interviews. The researcher will ask for an interview with the schools administrators if he must do it. If the permission is granted, the study will follow its course.

Once permission is given, the next step is to run the pre-test “Face2Face Oral Placement Test” in combination with the Speaking Rubric from Cambridge English Language Assessment and set the starting point of the learners. It is necessary to say that the same pre-test will be the post-test as well. The main idea of setting the starting point of the learner’s knowledge is to track the change the skills they have once they start to watch videoblogs.

The next step is to have a session to train the learners into the activity of creating videoblogs, and a second session to learn about the platform Youtube and how to be secure in there, with topics as how to avoid dangerous profiles, block them, flag them and report them, how to comment, how to upload videos, etc.

At that point, the next steps will be cyclic. There will be normal classes, using teacher-made videoblogs with one group, pre-set and already created videoblogs with the second group and regular classes using no videoblogs with the last group. Then, they will create their own videoblogs, and finally, at the eighth week, the first posttest will be administered, and the researcher will analyze those results.

Another eight-week cycle will start, and as soon as it finishes there will be another posttest and the final revision of results. The whole study will conclude with thanking the participants and the school administrators for letting the study be carried out.

As the theoretical framework suggests, the participation of students making and watching videoblogs would improve their speaking skills for two reasons. The first reason is that they have contextualized examples of teachers, who would do similar videoblogs in what only teaching refers (and it is imperative to mention that students will have access to those videoblogs whenever and wherever they want), contextualized videoblogs in what recreation of situations refers, and finally, contextualized videoblogs that are created to show their culture through their own eyes. The second reason is that even if they do not have the teacher created videoblog, they will be practicing their speaking in every videoblog they make, so for that reason oral compositions are intended to be better with each videoblog they create.

Data Analysis

To evaluate the data, it is necessary to know what the variables are. Here there are two variables: On the one hand there is the factor: use of videoblogs, and its variables: teacher-made videoblogs, preexistent videoblogs and absence of videoblogs. On the other hand there is the dependent variable, which is the score the students will get at the end of the treatment in the posttests. With that information taken, the ways this study is going to be evaluated and validated will be:

ANOVA

The core of the quasi-experimental research is the lack of randomness when the groups are chosen. In this research project, the three groups that are going to be studied will not be chosen at random. With this information, and the well-defined variables an effective way to analyze the variability of the three groups is using one way ANOVA. This goal is to perform three analyses to check if the hypothesis 0 (There is no variation between using videoblogs or do not using them) is correct or, for the contrary, it is needed to discard hypothesis 0 and accept there is something that changes. Every score will determine if it changes or not, and that will say if videoblogs are or not useful, and with simple analyses of averages scores it can be determined what of the two ways of using videoblogs is the most adequate to obtain better results in the increasing of speaking abilities.

And of course, with simple statistics (Calculating and comparing average scores) it could be seen how different they are from each. If Hypotheses 0 in both cases is rejected, it means videoblogs are actually a useful tool for teaching, and it means the achievement of the main objective of the study.

Schedule and Budget

Taking into account that the devices and interfaces that are needed to do this research are now basic needs in schools and at home, and the participants would be students of schools as well, the budget would be near to zero, which is a real advantage to carry out this project.

Regarding the activities, they are many and to achieve positive results they need to be executed in the specified time.

Activity	Description	Person in charge	Date
Asking for permission	The researcher is due to ask for permission in the institution.	Brayan Acosta (Researcher)	Week 1
Pretest	To achieve the first specific objectives of the study, the researcher must apply a test to know what the starting point is. The pretest has to be performed by the control group and the experimental groups.	Brayan Acosta (Researcher)	Week 2
Workshop 1 – Video Recording and Editing.	This workshop is intended to provide knowledge in how to use video editing software such as Windows Movie Maker and Vegas Pro (the software will be provided by the teacher) in order to students get the best result the production of their videos.	Brayan Acosta (Researcher)	Week 3
Workshop 2 – Youtube: Correct usage of youtube tools.	In the same way, there needs to be a workshop on how to create, and how to manage a youtube account. The information of this workshop includes posting comments, deleting comments, blocking offensive profiles. The reason for giving this workshop, besides the usage of the platform, is for students be secure at any moment in	Brayan Acosta (Researcher)	Week 3

	the internet environment and they can safely upload their videos.		
Regular Classes + Videoblog - First Cycle	<p>The researcher must assume the role of a teacher. He will teach the topics from the syllabus provided by the main teacher but focusing on oral production. In this apoint, it is important to remember the Figure 1 (p, 16) for keeping into account that videoblogs are different for the two groups that are using them, and there will not be any videoblogs for the third group.</p> <p>The idea that the learner and their own groups not only understand topics seen in the classroom, but they be understood in any part of the world, so it is important to combine the topics that are contained in the program that school provides with oral practice and obviously combined with videoblogs (teachers made ones and already done ones)</p>	Brayan Acosta (Researcher)	Week 4 to Week 11
Students' Videoblogs	Simultaneously, students will record the due videoblogs that they are needed to deliver.	Students/ Participants of the study.	Week 4 to Week 11
Posttest 1	To see what the results are, the	Brayan Acosta	Week 12

	researcher must apply the first posttest. The three groups have to take it.	(Researcher)	
Results Analyses	The researcher must record and to analyze the scores of the posttest.	Brayan Acosta (Researcher)	Week 12
Regular Classes + Videoblogs - Second Cycle.	The second stage of the usage of videoblogs in the classroom must be executed	Brayan Acosta (Researcher)	Week 13 to Week 20
Students' Videoblogs	At the same time, students will record the due videoblogs that they are needed to delivered.	Students/ Participants of the study.	Week 13 to Week 20
Posttest 2	To see what the results are, the researcher has to apply the first posttest. The three groups have to take it.	Brayan Acosta (Researcher)	Week 21
Results Analyses	The researcher has to record and to analyze the scores of the posttest.	Brayan Acosta (Researcher)	Week 21
Thanking Session	The final session is to thank the participants of the study.	Brayan Acosta (Researcher)	Week 22

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ANNEXES

Annexe #1 Speaking Rubric from Cambridge English Language Assessment

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> ● Shows a good degree of control of simple grammatical forms, and, attempts some complex grammatical forms. ● Uses a range of appropriate vocabulary to give and exchange views on familiar topics. 	<ul style="list-style-type: none"> ● Produces extended stretches of language despite some hesitation. ● Contributions are relevant despite some repetition. ● Uses a range of cohesive devices. 	<ul style="list-style-type: none"> ● Is intelligible. ● Intonation is generally appropriate. ● Sentence and word stress is generally accurate placed. ● Individual sounds are generally articulated clearly. 	<ul style="list-style-type: none"> ● Initiates and responds appropriately. ● Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	<ul style="list-style-type: none"> ● Shows a good degree of control of simple grammatical forms. ● Uses a range of appropriate vocabulary when talking about familiar topics. 	<ul style="list-style-type: none"> ● Produces responses which are extended beyond short phrases, despite hesitation. ● Contributions are mostly relevant, but there may be repetition. ● Uses basic cohesive devices 	<ul style="list-style-type: none"> ● Is mostly intelligible, and has some control of phonological features and both utterance and word level. 	<ul style="list-style-type: none"> ● Initiates and responds appropriately. ● Keeps the interaction going with very little prompting and support
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	<ul style="list-style-type: none"> ● Shows sufficient control of simple grammatical forms. ● Uses a limited range of appropriate vocabulary to talk about familiar topics 	<ul style="list-style-type: none"> ● Produces responses which are characterized by short phrases and frequent hesitation. ● Repeats information or digresses from topic. 	<ul style="list-style-type: none"> ● Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> ● Maintains simple exchanges, despite some difficulty. ● Requires prompting and support.
0	<i>Performance below Band 1.</i>			

Annexe #2 – Pretest – Posttest
Face2Face Oral Placement Test



Oral Placement Test

Question Bank 1

• **IMPORTANT** Please read *face2face* Oral Placement Test Teacher's Guide before starting the test.

Question	Corresponding 'can do' statement
1	What's your name? How do you spell your surname? I can spell my name.
2	Where are you from? I can say countries and nationalities.
3	Did you learn English at school? For how many years? I can talk about things that happened in my life.
4	What do you do now? Do you work or are you a student? I can talk about jobs.
5	What do you do in your free time? I can talk about my free-time activities and say when I do them.
6	Do you like football? What sports do you like? I can say what I like and don't like.
7	What do you do every day? What time do you get up/start work? I can describe my daily routine.
8	What subjects did you study at school? What exams did you take? I can talk about exams and studying.
9	Tell me something you could do well at school. And something you can do well now. I can talk about things I can do in the present and could do in the past.
10	Tell me about the weather in the your country. I can talk about the weather.
11	What are you going to do at the weekend? I can talk about future plans.
12	Have you been to an English-speaking country (before)? I can talk about my experiences.

face2face

Question Bank 2

Question		Corresponding 'can do' Statement
13	Let's talk about your friends. How often do you normally see them?	I can talk about how often I do things.
14	Tell me about something you did with your friends recently.	I can describe past events and say when they happened.
15	What do you think your friends are doing now?	I can say what people are doing now and what they usually do.
16	Tell me about your best friend. What is he or she like?	I can describe people's character.
17	Let's talk about your house or home. How would you describe it?	I can describe my home and where I live.
18	How about your country/town. How is it different now from 20 years ago?	I can talk about how things are different now compared to the past.
19	What kinds of things do people in your country/town do in their free time?	I can talk about free time activities.
20	How do you think your country/town will change in the next 20 years?	I can make predictions about the future.
21	What advice would you give to someone visiting your country/town?	I can give, ask for and respond to advice.
22	Tell me about the main news stories in your country at the moment.	I can talk about things that have happened in the news.
23	What do you think the main news stories are in the UK or America at the moment?	I can make deductions about the present.
24	If you had been born in the UK or America, how would your life up to now have been different?	I can talk about imaginary situations in the past.

face2face

Question Bank 3

Question		Corresponding 'can do' statement
25	Tell me about any other languages you speak, apart from English.	I can talk about my language ability.
26	Tell me about a book you've read recently, either in English or in your own language.	I can talk about books I've read.
27	Some people think everyone in the world will speak English within 50 years. What do you think?	I can express how certain I am about future events.
28	How do you think the Internet has changed the way people learn English?	I can express in detail how things in the past connect to the present.
29	Would you say you are a practical person? What jobs can you do about the house?	I can talk about household jobs.
30	Tell me how you imagine your life this time next year.	I can talk about things I have done and will have done in the future.
31	What, in your opinion, are the characteristics of a good friend?	I can describe people's characters, using a range of adjectives.
32	Do you think life for young people today is easier or harder than it was for their parents and grandparents?	I can talk about the present and the past.
33	How would you improve the education system in your country?	I can take part in a discussion on education and express my ideas clearly.
34	We hear a lot about globalisation nowadays. What are your views on globalisation?	I can give my views and respond to opinions.
35	What famous person, either present or past would you like to meet and why?	I can understand and use a range of complex conditional forms.
36	What are the problems associated with learning a language at an advanced level? How can you continue to make progress?	I can talk about my action plan for the future.