

Contextualize videos implementation as an innovative didactic strategies to develop the English speaking ability in 9th grade students of Manuel Hernandez Martinez' institute, evening turn, on the second semester 2014

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Abstract

English language has become an important universal language for communication indifferent areas in our society, therefore learning it requires the implementation of innovative didactic strategies for a quality learning in which one it uses technologic tools that catch student's attention of today.

This protocol presents the didactic implementation of contextualized videos approach to develop the speaking ability in 9th grade students of Manuel Hernandez Martinez' institute, in Jinotepe, Carazo with the proposal that teachers promote the video production to improve this ability and contribute to the English language oral practice.

Introduction

To be face with necessity about learning English, the didactic strategies play an important role to accomplish with the proposed objectives, from there the necessity to implement innovative strategies that motivate and catch the attention of this student generation, which ones are native of this technology age for that reason in this research with qualitative predominant focusing we will try to propose the implementation of contextualized videos as an innovative strategy, specially to develop the English speaking ability.

The main propose of this protocol research are:

- To identify the implemented strategies by the teacher on the topic "traffic signs and transportation" to promote the development of the speaking ability in 9th grade students of Manuel Hernandez Martinez' institute, second semester 2014.
 - To describe the student's action at the implemented strategies by the teacher on the topic
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“traffic signs and transportation” to promote the development of the speaking ability in 9th grade students of Manuel Hernandez Martinez’ institute, second semester 2014.

- To propose the contextualized videos implementation as an innovative didactic strategy on the topic “traffic signs and transportation” to promote the development of the speaking ability in 9th grade students of Manuel Hernandez Martinez’ institute, second semester 2014.

Contextualized videos

A research made at UNAN-MANAGUA, FAREM-CARAZO by (Valverde, 2013) titled “A collaborative video: an alternative to improve fluency in English” with a qualitative focusing in which the comparative method was used, the objective was to know if there was or not improvement in student’s fluency, (Götz, 2013) cited by (Valverde, 2013) says that *the combination of video, audio and playing of canals makes easier to the speaker and improve its productive fluency and it is also an important tool to study its progress.*

According to Hernández (1998) cited by Céspedes y Vásquez (2009), a learning strategy is a process (conjunct of steps or abilities) that a student acquire and apply in an intentional way like a flexible instrument to learn significantly and solve problems and other academic issues [...] are applied voluntarily and intentionally by a learner, whatever that it is [...] always that demand it learning, remember or solving problems about learning contents. (p. 59)

When we are talking about contextualized videos, we refer to videos that can be adapted to the environment we live, according to the ABC dictionary to contextualize means to put something or someone in a specific context. It means to surround it in an environment and a conjunct of elements that have been combined in a unique way and probably unrepeatable in order to allow to obtain a better comprehension of everything.

The use of videos in languages learning has been seen as an important tool in develop of different linguistic ability, being the oral production one of them. According to (Linsay 2000) cited by (Ríos, 2008) *“videos are a beautiful way to present new material or to stimulate debates in a dramatic way. However videos uses depend on how they are used”*. With respect about a language learning, the use of videos it’s too important, because student is motivated to see “TV” therefore it enjoys and participate in group activities, the extern world is broke the classroom, what we live daily and through a variety of exercise oral production is improved getting communications.

According to Stempleski y Tomalin (1990), the use of videos in English language teaching it’s an indispensable requirement, because is an excellent way that show the language the authentic way and show the language in a real context. They mention four main reasons to use videos in class:

1. Motivation, all students like the combination of sound with images, because the message can be obtained in a more effective way in a more real situation.
2. Communication, Lonergan (1984) says that the video prepare students for communication through different types of activities like role plays where students will have the opportunity to speak and communicate easily.
3. None verbal aspects, the video allows to student to pay attention to the corporal movement that people use to communicate.
4. Cultural differences, the video allows to the students to see the cultural aspects of the speaker’s language and know the differences between cultures. Videos help and stimulate to a great

number of students to keep interest and work in class. "Children and adults develop a great interest in a quickly way when the language is practiced everyday through the television and video" (Stempleski y Tomalin, 1990). When the student watches television it forgets that in that moment it's practicing or learning. The video involved it in a spontaneous participation, more natural, especially with young students, this type of environment makes students produce their language in a disinhibited way.

The author Robert Merabian, cited by Stempleski y Tomalin (1990), says that "more than the 80% of our communication is none verbal". Corporal language is considerate another language, and this one can transmit a different effect about what it is saying. It's necessary to give to students different reasons to see a video, therefore to provide it a way to understand and promote different expositions about it. The context is presented through gesticulations, expressions, postures, ways of dressing and soon.

Methods and materials

Our research will be done in Manuel Hernández institute, Jinotepe, Carazo specifically with 9th grade "F" students, evening turn. Where the universe and the sample is conformed by all English students of 9th "F" grade of Manuel Hernandez institute, evening turn.

Actually the institute Manuel Hernandez Martinez count with the necessary didactic material to apply this innovative didactic strategy (data show and intelligent cannon), it says that it is innovative because according to the realized observations in this institute, any kind of video has been applied as a strategy to improve English speaking.

Nowadays most of the students has cellphone with video cameras, that's why it is accessible to create them, making a dynamic environment and creative atmosphere in English's class to encourage the teaching-learning process in students.

Actually Nicaraguan government donates this type of intelligent cannons to public institutes, the intelligent cannon's price is about 14,293.69 to 15,448.35 córdobas.

The research that will be done has a qualitative focusing and has as relation with action investigation methodology, because it's seen like "an investigation model inside of the qualitative paradigm that observes and study reflexive and participative, a social situation to improve it". At using this method, what we look for is to analyses in 9th grade F English students circumstances and adjust a proposal in this case to improve its English speaking ability.

Results and conclusions

The present investigation is a protocol research that has not been executed, therefore there are not conclusions, and however it will be continue in the applied investigation subject.

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