THE INFLUENCE OF VODCAST AS A TEACHING STRATEGY TO FOSTER ORAL

PRODUCTION IN YOUNG LEARNERS.

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Contenido

ABSTRACT.

The use of technology may have different advantages in the teaching field, as students are provided with access to materials whereas necessary. This article describes an action research project carried out in a public institution in Rionegro-Antioquia with six grader students, and discusses the possible advantages or disadvantages of using vodcast as a teaching strategy in order to foster students' oral production.

This implementation is keeping in mind the failures the teaching field has in the implementation of new strategies with the use of technology, by this reason to look for other possible ways to teach, learn, motivate and stimulate the students' interest for a target language becomes important, because with technology students feel calm, confident, they try to look for the best way in which it is easier for them to learn a foreign language.

The implementation of this project and the content of the vodcast themselves are established by the curriculum, and students developed tasks related to authentic task, taking into consideration what is defined in the Derechos básicos de aprendizajes (DBAs) by the Ministry of National Education.

The analyzed information was collected from non-participant observations, pre-service teacher class diary and cooperating teacher interviews and all this information was compared to find what is positive, negative, the failures and all that happened during the whole process, those things were showed what might be the benefits or cons of using this teaching strategy in terms of students oral production performance.

It was remarkable that some students were becoming more interactive with the teacher and their classmates, their motivations to learn increase, they started to express proper ideas, also asking constantly for vocabulary and pronunciation. On the other hand it was also remarkable that before the vodcast implementation is important that the teacher receives a training, in terms of the technological instruments as computer, video beam, speakers and also the digital platforms that teacher can use to shows the videos, all those instruments and their proper management to have better results with the use of vodcast as a strategy to foster oral production.

Key words: Vodcast, ICTs, Oral production skill.

LITERATURE REVIEW

In this paper we aim to report different styles of research projects, due to this paper also recognizes the importance of previous studies that were developed before our own research project. In that order we took some studies and background that is related to what was done in this research.

The first study was done by the University of "La SALLE" in Bogotá in 2016. The subject matter of this research was to see the applicability of teaching oral production to fifth grade students between 10 to 12 years old in the school "La Candelaria" in Bogota, for this reason they decided to implement the communication as a strategy, implementing most of the time the oral production. They tried to focus their strategy as a way to break the traditional ways to teach, giving the students more importance, taking into account their previous knowledge in specific topics, also their environment and necessities. To know about all the aspects that could have influenced in their research they aimed to implement three data collection as a tool of collecting relevant information, methods such as; qualitative interview, class schedule and also observation for a descriptive research. These ways of collecting data took into account experiences, feelings and the way in which the individuals react and behave during the process. Furthermore in order to have a great analysis about the information they decided to implement a descriptive research for the study.

Therefore, they started to look for all the factors that could contribute in the oral production development, also to establish the positive and negative aspects with the

implementation of the strategy and determine the oral production aspects that were developed throw the communicative strategy.

As findings of the research they noted that before implementing the strategy, the teacher should receive a training and induction based on the pedagogical model that the institution has. In a similar way something they noted, according to the implementation of the communicative methodology in class, the students started to feel motivated, they were feeling free to express their proper ideas, they were able to have an active interaction with their classmates and teachers, also they had more participation in discussions made in class using the target language as much as they could, on the other hand as a negative results they found that some of the students continued using the most common ways to learn a second language such as the use of extensive texts to translate or reading, but they don't like the idea to talk as much as it is possible during the learning process.

The second study talks about vodcast as a relatively new technology to enhance information exchanging and allow students to download many types of materials to their own electronic devices. The objective of this study was to investigate the use and perception of vodcasts in students of communication sciences from different websites for a better learning, with twenty four vodcasts students accessed to a interpretivist paradigm based on thematic categories derived from Monge's (1999), for that reason vodcast has been demonstrated to be one such an awesome learning method. It is argued that vodcasts can be used as a resource to challenge learning objectives and control the fundamental delivery of content and improve curriculum and learning process of students.

This study was quantitative in nature and examined the perceptions of students in its core. For this part of the study a quantitative self-administered questionnaire survey was employed to

measure the students' perceptions, asking them to what degree they found statements to be true or not.

Another study was carried out with 57 adult Iranian students from 19 to 58 years old who were registered in an English course required for their bachelor's degree at Islamic Azad University.

This study aimed to examine the extent to which, Multimedia Task-Based Teaching and Learning affects students' proficiency in oral production varying levels of task complexity. A total of 4 self-designed oral test tasks that were used to examine the students' oral production and achieve the target objective.

An interview with individual students prior to the study found that most of them had not participated in any English classes since high school and their oral language proficiency was limited to one or two words. The results of this study showed positive effects of the task based language teaching (TBLT) approach on the students' oral production. The students were able to produce more accurate, more fluent, and more complex language output within 16 weeks of treatments.

Finally we aim to expose this last study that was conducted in the Secondary Language Learning course at a tier-one public research institute located in the southeastern of The United States. This study had as subject matter to investigate questions regarding teachers actions, attitudes, and perceptions toward the instructional uses of podcasts and blogs in a core assignment.

Researchers gathered data in different ways from the same participants and about the same experience. This study employed a qualitative case study method and many data

sources including observations, research field notes, interviews, emails, dialogue, and a pre-term anonymous survey were implemented in order to gather all the relevant information.

The results provided a valuable window to understand better the English for speakers of other languages (ESOL) teacher candidates' attitudes, processes, and reflections while podcasting and blogging their English language learners (ELL) case studies. Five themes emerged from this research: teacher candidate's attitudes and perceptions, developing teacher professional identity while practicing innovative instructional technology, professional development, language teaching and instructional technology with digital-age children, and pedagogical reports.

First of all, over the course of this project, their attitudes gradually shifted to positive and they developed a willingness to learn and incorporate these digital media assets into their projects, since they express to be fearful or hesitant to rather negative and demonstrated various degrees of anxiety for this project at the beginning of the semester. In particular, after completing their ELL case-study project and seeing their projects on the website, the participating preservice teachers all expressed confidence and enthusiasm.

Secondly, they mastered how to implement podcasting and blogging and revealed in their success, as they became better teachers in their opinion. They understood that learning how to podcast and blog was beneficial for their future teaching and understand this course as a professional development opportunity

STATEMENT OF THE PROBLEM

In this era of technological development one of the main advantages we have is that we can get any type of information immediately through Internet. There are different teaching

methods related to technology and Internet, since they are sources of vast information and it is a help for anyone who has a computer or any device with Internet connection.

One of these teaching methods are through interactive videos or video casting(vodcast). This is an option to encourage students to participate in joint viewing sessions, in which we can see live content together while interacting in a face to face class. With this type of tools we can strengthen areas in foreign language teaching and promote different skills, giving the students tools to feel motivated.

According to Wang (2004, p.137), when language learners have desirable and real communication factors, they can develop their language skills in the classroom. Using computers and every kinds of technological equipment gives students the sense of freedom and encouragement. With the help of technology students can be active, motivated and involved in language learning process. High quality of authentic materials and low price can be other advantages of technology.

In the same way in relation to the use of technology Isman et all (2004. p, 137) "implies that students always have positive and optimistic ideas for using computer in the classrooms and it gives opportunity students to create new ideas and develops their problem solving skills while providing self-responsibility thus students feel comfortable"

Based on those author´s perspective about technology, the use of technology shows that it will be fundamental for this study, by the reason that is one of the ways in which students could feel more motivated and surrounded. Technology in fact is something they love to use and motivates them, it is a tool they commonly use in their daily life and generally they watch internet videos without learning intentions, just for fun. That is why in this project is aimed to use meaningful videos that could help them in their lives, giving them real life situations and real

problems that takes students attention, motivates them to make a better use of technology and to encourage them in a new way to learn a foreign language, stimulating their minds and problem solving.

The Colombian Ministry of National Education (MEN) proposes the use of new technologies for teaching English as a foreign language. Thanks to this technological boom, learning a second language becomes accessible for everyone who have internet connection. Understanding other concepts, and sharing them with others, play an essential role fostering the country development and their citizens competence.

The MEN, in its labor to improve the quality of education in the country has identified the need to propose tools that strength school practices in the official institutions, in order to promote the integral learning in the different areas of knowledge. The DBAs proposed by the ministry of education identify key concepts and skills that students have to acquire and develop from the levels of transition to eleventh grade. These DBA raise fundamental elements for the learning construction in order to students reach the goals set in the basic standards of proficiency on a level of English.

Furthermore it is important to consider Derechos Básicos de Aprendizaje (DBA) because in the area of English teaching is a fundamental tool to guarantee quality and educational equity of all children and young learners according to MEN.

According to the DBA, at the end of the students' school year in sixth grade they must understand general and specific information in a short narrative text about familiar and interesting topics, produce a short and simple oral or written narrative text that answers the What? Who? When? of an event or anecdote, also exchanges information about habits, tastes and preferences about familiar topics, following models provided by the teacher and explain causes and

consequences of a situation through simple sentences orally and in writing following an established model.

The MEN established a program to foster the English education in Colombia (Colombia Bilingue program) and explains the importance of learning a foreign language through the culture, science or economy. In this age of globalization, Colombian education expects to foster a foreign language, in this case English, in that order it was developed the "Programa Nacional de bilinguismo 2004-2019" which includes new standards to the communicative competence in English, it was based in the European framework to determine the level of proficiency of students.

The European framework states, according to key data collected on teaching languages at a school in Europe the appropriate dedication to study a foreign language is an average of eight years, with a strength between five and nine hours per week, with young learners since eight years old. In that order in our context there is on average three hours per week with six grades to eleven grade students, as result there is an average of 720 hours during the process of 6 scholar years.

The bilingual program has three pillars that are: language, communication and culture, with those pillars, their purpose is to answer the national necessities refering to English, the aim to prepare students in the elementary school, media and high school to be able to deal with the bilingual environment and in the same way, deal with the digital gap. Also the bilingual program marks the importance of digital tools such as software to teach English, English discoveries, visual aids, educative TV shows and also the use of internet as a tool in teaching a foreign language.

The foreign language teaching is a process which has to be supported by methodologies and approaches in order to develop correctly the class and increase the language students' skills. For this research paper its focused on oral production, through media resources, meaningful activities that could take students attention and situations that students could live in their context.

Throughout the 21st century, with the expansion of the digital revolution to all areas of daily life, education is undergoing a progressive transformation. A process in which paper and pencil are abandoned in favor of the touch screen, stylus and keyboard; and with it, the static traditional methodology gives way to dynamism, creativity and modularity.

In our societies, information and communications technologies have brought about changes in the way in which society communicates and transmits knowledge. These changes have permeated the different social institutions, including those responsible for educating society, which have had to change their curriculum to be consistent with the generations immersed in the digital culture.

Although technology can have a very positive impact if it is used correctly in schools, the implementation of its use brings with it some challenges to which they have to adapt. Such an important transformation has meant that from a memory-based learning, we have moved to a learning based on the ability to search, analyze and interpret the information correctly and that translates into some new needs, including: The need to provide quality training to teachers so that they can take advantage of technological resources and incorporate them into their classes. When introducing technology in the classroom, a paradigm shift is necessary, in the programmed contents and in the evaluation systems, since it will be necessary to adapt them to the new reality.

Due to the characteristics that young learners have and the close relation they have with technology, it was necessary to consider this population as subject of study. In five grade, the

students are 9 to 11 years old, during this time they are developing different cognitive and physical changes, they see that they have a influence in the world, they have more control over their emotions, they start to develop cognitive ability to gather information, also to formulate their proper opinions and thoughts about the analysis of stories and offering criticism. In the same way they start to be more logical and begin to be more independent. In addition, at this time reading starts to become more enjoying for them learning concepts like metaphors and also getting more unknown vocabulary, they also start to dominate the best language, in the same way the relationship with others becomes to be more flow. (Papalia, Feldman & Martorell, 2012, p.372).

In teaching English to young learners it is necessary to work on the students level of proficiency in every single aspect, since they are passing through a cognitive process which allows them to learn a language effectively and develop their communicative competences. Unfortunately, it is well known about our history that the Colombian educational system has been more focused in written production and at the same time grammar understanding. Afterwards, there has been a difficulty to promote oral production in the public educational system.

It is known for everyone that children love rhymes and song when it comes the English class and teachers used to foster them to talk, the problem is that usually this activities are based on repetition of words, vocabulary or pre-established conversations. consequently, students do not have the opportunity to further their communicative abilities and make a meaningful learning, "these are very limited kind of speaking because they just focus on accuracy in speaking and not on communication, interaction or fluency" (Spratt, Pulverness & Williams, 2005, p.35). It does not mean that working on vocabulary and grammar is a terrible practice, it is essential to work on these aspects without ignoring the communicative factor which is essential

in this stage of students development "Language has to go in before it can come out" (Scott & Ytreberg, 1990, p.34).

That is why through vodcasts we pretended to carry out a more dynamic, interesting, striking and comfortable way to learn a foreign language something that is new to both some teachers and some students, in terms of English strategies to foster oral production. Nowadays students use to spend more of their time in the cell phone watching videos, listening to music or in watching tv shows, there is where vodcast becomes an awesome tool for teaching, why do not start to use the cell phone to watch the same contain but in English? students can watch and learn observing their favorite videos or shows implementing all that with the class topic, it can works because when it is striking and enjoyable to them the learning process becomes more meaningful. Taking that into account what we wanted to get observing students was to capture their verbal and non-verbal reactions to this teaching strategy based on using visual aids and trying to implement technology as computer, cellphone, tablet and television, it depends on the elements that the institution have. The goal of the project was to find a way in which students can feel comfortable, release stress, get all the necessary comprehensible input and at the same time they would proceed to develop their communicative abilities

RESEARCH QUESTION

How vodcast may contribute to the teaching oral production in young EFL learners at a public high school?

JUSTIFICATION

Nowadays, the importance of communication using English has become indispensable in the 21st century, especially because the use of English as a foreign language (EFL) in the

communication way is one of the most complex actions, however it is necessary to be considered when teaching the English language especially because we "live at a time where the ability to speak English fluently has become a must, especially who want to advance in certain fields of human endeavor" (Al-Sibai, 2004, p.3). The speaking skill should be one of the essentials in teaching a foreign language, this based on Al Hosni (2014) who said "people who know a language are referred to as speakers of that language. This indicates that using a language is more important than just knowing about it" the goal of knowing a foreign language is the communication, to talk and share information about anything to build a friendship because "there is no point knowing a lot about language if you can't use it" (Scrivener, 1996, p.146)

This research process is by mean of multimedia videos (vodcasts) to foster oral production, as it is well known technology according to what was stated before, the MEN has a huge challenge to promote a foreign language learning in the country, especially, when it comes to foster an aptitude such as oral production, by reason of they might not have the opportunity to be close enough to a English context apart of the 3 o 4 hours per week that a student studies in a week on average.

The capacity to teach through the technological resources offers a great opportunity as a new tool for teachers in classroom taking into account that each child is different, everyone has different point of views, they still have a great imagination, in this way with the use of technology into the classroom the students can be motivated with it, working and showing the variables and the possible ways to learn a new language using videos on internet, watching video clips, a short movie with their favorite actors, all that includes target language while they are engaged by the technological instrument.

At this moment, there are many instruments that can be used to teach, however it is important to know how to use them, when to use them and why, at this moment it is essential to consider the students learning process, what is happening into their brains and what is going on into their minds or thoughts.

At that time the adolescents start something that Piaget called "formal operation" when their abstract thinking increase meaningfully, this is a new and more flexible way to manipulate basic information, there is also an awareness about the time, it is not only here and right now but also imagine things they could not see at the moment, in the same way analyze real and imaginary situations (Papalia, Feldman & Martorell, 2012, p.372). Moreover at this time the individuals mind and perspectives are changing, their vocabulary is increasing they can have a better use of the words and their mind can understand new concepts or in the same way a better comprehension of the metaphors and allegories (Papalia, Feldman & Martorell, 2012, p.372). In the same way one of the reasons by which adolescents at this age have an improvement of their vocabulary is a phenomenon called "pubilecto" or "the social puberty dialect" it works like a linguistic code that allows strengthen in the social group of the adolescent and also to leave out the adults (Papalia, Feldman & Martorell, 2012, p.375), by reason of they develop faster their vocabulary management.

The main reason that leads us to make this project is the need to acquire significant teaching methods to foster oral production and have better results in the students learning process. Being aware of all the elements that we have in class, there are institutions still using the oldest strategies to teach a foreign language, methods such as Grammar translation which was useful a lot of time, we consider to work in many aspects of language, but we also pretend to go further and motivate student to use language orally, using more recent teaching strategies.

The meaning of this research consists in the use of technology by the students the teacher in and outside the classroom, things that the world offers us to learn a foreign language in a faster and more meaningful way. From this perspective, the classroom practices will allow us to have a deepen favorability of teaching English through the use of vodcasts as a didactic resource in devices such as the computer or the cell phone which is an element used by almost all students.

That is why this project aims to be beneficial for the field of English language teaching, as it represents an innovative approach to new language teaching techniques by focusing on improving a skill that shows a degree of difficulty in its learning, the use of Vodcasts and innovation in strategies. The results of the study can show an improvement that will open possibilities for future implementations in the language classes, helping the teacher to implement original strategies in the classroom, at the same time, vodcasts creatively and dynamically complement the methodologies used in the classroom for language teaching. In addition, they diversify teaching resources to encourage autonomous learning; complement the practical activities that take place in the EFL classes.

OBJECTIVES

General Objective

To describe how the use of vodcasts may contribute to the teaching process of the English oral production.

Specific objectives

-To define the role of vodcast in the teaching process of oral production.

-To identify attitudes, and perceptions toward the instructional uses of vodcast.

CONCEPTUAL REFERENCES

Language is an essential component in our lives that one is determined by the type of communication, which could be verbal and non-verbal communication, this process includes an interaction between two or more individuals, taking into account that the type of language could change according to the context.

Audio Visual Aids

The audiovisual tools are used frequently in the English classes by the teachers, with the purpose to improve our skills, and our recognition in front of a problem or situation. On the other hand, with these tools you have the opportunity to listen, talk, also watch at the same time because its main purpose is to mix these three parts, (Gonzales & Hornero, 2016, p.4) the linguistic material such as audiovisual text, movies, animated TV series, increasing the students interest in English classes, thanks to the diversity audio-visual sources, the teacher can be very effective at time to teach. Tairu, Muhammad, Tairu A and Aminu. (2018) said that "Audio-visual in Education has been extremely effective in teaching individuals a wide range of subjects. Audio-visual is changing the way we communicate with each other". (p. 34). Based on the last cite, we appreciate audiovisual tools as a new attractive method which facilitates the communication around the world.

ICTs in schools

In our society, every day the information and communication technology (ICTs) take an important value in the educational contexts at time to teach and learn because the students life can be better, furthermore the teachers have more tools and a several programs to teach, the ICTs are very important, since these are in evolution and in a constant change. Aris and Orcos (2015)

said that technology has advanced, it has changed the educational dynamism. It means that over time ICTs in the educational process have taken an important role in which: ICTs are used as teaching tools and resources to facilitate the development of the knowledge and skills of students. Therefore, it assumes great importance to the role of the teacher. Most teachers appreciate the benefits of ICTs because they represent a way to motivate students, to vary the classes, to individualize learning (Aris & Orcos 2015, p.13).

The use of ICTs has been improving the student's motivation through the use of different tools, also the teacher's tools each time are increasing and more effective because it has been throw good results.

Cooperative learning

Cooperative learning began to appear in the 1970s thanks to the benefit process in the academic context and the cooperative part started to emerge, following that cooperative learning is widely recognized as a pedagogical practice that promotes positive social interactions and achievement among students from kindergarten through to college level and across different subject areas. First of all, It was created with the purpose to establish a social connectedness in the transition to primary schools to high schools, besides this method have been throw good result in all the environment not just in learning process nevertheless the student can advance more if they can count with extra hands (Damon, 1984). Similarly the teamwork always goes in relation with cooperative learning. The Cooperative learning is important in our research project based on Kagan (1994) said that work in a cooperative way is better to improve the communication skills and give the most appropriate space to learn with the facility to count with different people's abilities and it produce motivation, as a result.

Vodcast

According to King and Gura 2015, p.8 "Vodcasts are a continuation of progression of podcasts, but differ from podcasts in that they are not only audio in nature, but are visual as well. Vodcast by nature are, therefore, a series of audio-visual files hosted on the internet, which can be downloaded to a personal computer or any other video-enabled connected device".

Vodcasts come from the word podcast, podcasts are audio files that can be downloaded on the laptop or the Ipad to listen wherever you want; vodcasts are similar, these add video to the file, in which it is possible to improve the interaction of the student within the classroom and foster the English oral production (Araujo, 2014).

In accordance with Araujo (2014), vodcasts allow students to choose the content to learn English, which can make it easier to understand the topic, and their level of motivation is greater than if someone else chose it. It is at this moment where the tool becomes strong since the student can learn English autonomously, with subjects of their liking. In addition, videocast not only promotes listening but also promotes the development of a good speech, since students can practice recording audios or videos of their speeches, at that time they can self-correct the mistakes, increase their confidence and self-esteem when producing a report.

METHODOLOGY

The methodology selected for this research is Action Research, Burns (1999, p.59) says "The research element of AR involves the systematic collection of data as planned interventions are enacted, followed by analysis of what is revealed by the data, and reflection on the

implications of the findings for further observation and action" In our project what Burns stated before is so related to what it is meant to do, due to during this process we had a systematic collection of data that took place during 7 sessions, in order to show results that helps the educational action in classrooms.

This study responds to the parameters of a qualitative research project. As Creswell says (2012) qualitative research means that the researcher steps back and forms some larger meaning about the phenomenon based on personal views, comparisons with past studies, or both. Qualitative research is interpretive research, and you will need to make sense of the findings (p.257). This method allows us to go further and know what are behaviors, and the different ways in which student and teachers use English within the classroom.

To get a correct interpretation of the results either when they may be positive or negative, it were used some data collection methods such as: qualitative questionnaires through interviews, non- participants observations and participants observations.

PARTICIPANTS

In our research project the individuals that were influenced were sixth grade teachers and students from a public institution, a population between 11 and 13 years old. .

As we know every single person has a different learning process that according to their age or stage, thus based on Piaget theory in this part of the life the individual has the highest cognitive development, it is something that Piaget called "formal operational stage".

"Formal operations happen when they improve the ability of abstract thinking, this ability, usually around the age of 11, provides them with a new and more flexible way to manipulate

information. They can appreciate better the metaphors and allegories and therefore find more meanings in the literature." Papalia, Feldman & Martorell (2012, p.372).

Normally at this age starts something called "Puberty" during this time in both cases, girls and boys, start biological processes in their bodies. Furthermore, in terms of language the vocabulary and also the language use have an improvement and the increment very remarkable,

They started to have a better management of the mother tongue and in the same way a foreign language, by the reason of they can remember the meaning of the target language vocabulary, also they can create a relation between some words that are similar to their mother tongue, this including the meaning.

INSTRUMENTS

Many instruments from observations through interviews and class activities recordings have been chosen in order to collect vital information for this research project in a qualitative way. Taking into account as first action a qualitative questionnaire, non-participant observations and also interviews that were used to collect the necessary information to determine the objective of this project which was to analyze the effectiveness of interactive videos (vodcasts) and the different ways in which these videos or resources would help to the teaching field.

Then a diagnostic test, with the aim of identifying the students' level of proficiency, identifies possible necessities, strengths, and weaknesses in the target language.

Semi structured interviews:

As a second data collection instrument it was applied some interviews, according to Tashakkori and Teddlie, (2003. p. 305) When using this method of collecting data, the interviewer establishes rapport and asks the interviewee a series of questions. The interviewer

always remain non-judgmental to the responses provide by the interviewee to help reduce the potentially biasing effect to the interviewer. The interviewer can probe the interviewee for clarity of for more detailed information when needed.

There are a lot of advantages and also disadvantages when an interview it's taken, however comparing with questionnaires where interviewer probing is not possible.

In that sequence we asked teachers open-ended questions related to the strategies they used to learn a foreign language before the implementation, and their opinions and perspectives about the use of visual aids such as vodcast in their classes after the implementation of this project.

Non-participant observation

Non-participant observations as second action to collect data, it was implemented by us in order to see what is the effectiveness of vodcast in teaching. Burns (1999, p.82) refers to this instrument as "Non-participants observation means watching and recording without personal involvement in the research context. In this one researcher's purposes to remain aloof, distant and to have little or no contact with subjects of the research" in this one as we can read the teacher's role is really passive, teacher takes distance from the students, they do not try to have an effect on them or take part of the group's activities.

In that sense, two non-participant observations were developed in order to gather information related to what is the student's reaction to this strategy during the classes and in that order prove if this strategy might be actually good.

Ethical considerations

According to Garcez, Duarte & Eisenberg (2011. p, 250) The choice of a particular research methodology cannot be guided only by a greater or lesser knowledge of a particular procedure, but by what is needed to obtain empirical material whose density and wealth allow us a better approximation of the object of research, so that it is possible to formulate hypotheses about the phenomenon we want to understand.

Based on what they said, an essential part to have a correct development in our research is getting or producing reliable records field work, this with the idea to build valid materials which were used to understand the phenomenon that we are going to analyze and then give paths to take future actions in classrooms. During that process the researchers were asking themselves, depending on his/ her object and also what they wanted to get, to gather the information would be more efficient the systematic observations, handwritten or in any other case recorded field journal, also thinking on interviews, that are structured or not, photographs or videotapes.

Creswell (2012. p,9) states "Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors". In the educational institution before starting the practice we have to show to our cooperating teacher a format which they have to fill out a format that represents your instance as a practitioner in the institution, it is mandatory in order to guarantee the correct developing of the project and do not have problems with legal aspect, due to we are working with teenagers.

Based on Tashakkori & Teddlie perspective (2003. p, 305) in an interview it is mandatory do not have influence on the interviewee answers with bias. Consequently it is important when it

comes to develop the interview that the questions are made taking this into account, letting them to answer freely.

In our case were implemented interviews and questionnaires with teachers and students in order to acquire qualitative information of the use of vodcast. Practice teacher recordings and class journals

RESULTS AND DISCUSSION

Based on the data gathered through the use of three instruments during the methodology of this research paper, 4 relevant aspects were considered.

First we carried out non-participant observations, at the same time the preservice teacher also made their reflections through class diaries and finally it was carried out an interview with the cooperating teacher.

The reflections were made after each session. Through these reflections, it was possible to observe students' attitudes and cooperative learning towards each of the activities proposed in each session. In addition to keeping a register of the different activities developed in the class.

It was also possible to register the students' participation and cooperative learning, "most of the time students who showed a poor attitude in carrying out the activities proposed by researchers, some of them found different issues that made them feel anxious and uncomfortable when they had to talk" (Pre-service teacher journal, n.1). Furthermore, during the activities it was evident that there was a huge difference among the group, in terms of English level (oral production).

There were some students who had a better performance and at the same time some others did not feel comfortable being in contact with the language. However, teamwork was evidenced

through some performances, and there were moments for discussion and reflection, which is considered a valuable aspect when working on these types of projects (Pre-service teacher journal, n.2).

Students took more time than planned and they showed a poor attitude towards the proposed tasks. "At this point, little improvement was perceived, due to the attitude which the students took towards what the researcher ask them to do and it is also as a restriction that they put themselves, limiting their learning and improvement" (Non-participant Observation, n.1).

Although it was observed that the vast majority of the participants wrote a script before making their performance, some did not have the need to write a script, nevertheless the students who wrote a script before the participation had a better pronunciation and fluency whereas the others who do not wrote a script before it, they had a remarkable lack of pronunciation and fluency. (Non-participant Observation, n.2).

The fact that some students did not develop the established activity by the researcher change some of the aspects as the time that each activity should take, the quantity of students by each group, how many time each presentation can take and also about the time for questions related to vocabulary and pronunciation. It could be observed when participants showed a low level of adaptation to the proposed dynamic during the application. Even with the phenomenon some students showed an improvement in their oral production taken into account their pronunciation, fluency and the vocabulary they use.

<div align="center">Cooperative learning</div>

After analyzing the data, we could find that cooperative learning was a big factor that influenced students to have a good performance and developing the activities correctly, in that

order, it was possible to identify elements that base the idea of cooperative learning, which is defined by Liang (2002, p. 6) as "a system of concrete teaching and learning techniques, rather than an approach, in which students are active agents in the process of learning through small group structures so that students work together to maximize their own and each other's learning."

Firstly, students usually showed nonconformity with the teamwork, instead, they preferred to work alone, but it was problematic due to the nature of the activity, which is a performance in which student had to use simple language structures orally.

Cooperative learning is an essential element when it comes to foster oral skills, it allows students achieve better results by interacting among them, this type of process can increase students' academic learning in addition to personal growth too, for that reason, students talk and participate more into the target language, it also built supportive and less menacing learning surroundings, and it also help the measure of learning retention (Liang 2002, p 18).

According to the (Non participant observation 1) when the cooperative work into the classroom does not work correctly the teacher was obliged to change some of the aspects of the activity that were previously thought, for that reason the implementation and the strategy results can be affected.

As a conclusion, it is a fact that cooperative learning was not the students' strength and these phenomena affected the correct flow of the class and development of activities made by the pre-service teacher.

Students attitudes

At this time learning a language is much more viable thanks to the facility people have to see the world thanks to the use of technology. In fact to look for ways to involve students during the class is really important, as Madhuri (2013) said "always look over your lesson plans to find ways to inject different teaching styles. Implement "show and tell" sessions to promote student involvement. This will also help you assess each student's overall understanding of the desired learning objectives" (p.118)

(Non-participant observation 2) "While the vodcast implementation was being developed in the class, the students' attitudes were changing constantly in a positive way, they become to be more attentive to the class topic which was worked by vodcast."

As the cooperative teacher said, it is possible to make some variations to the vodcast implementation, because it is a good way to teach a foreign language, the students react positively to this implementation and thinking that technology has become extremely essential for both teachers and students in this era. Students are used to having contact to technological instruments all the time, with this vodcast implementation is possible to have an improvement in English language development, as the cooperation teacher (CT) said "Siempre va haber una retroalimentación porque lo que se ve queda en nuestra memoria como una imagen fotográfica que los impacta más y a ellos (los estudiantes) les gusta, más que nada a los niños" (CT interview)

Technical aspects to use vodcast in an EFL class

The teacher considers that the school has good and bad aspects. The virtual room does not have schedules, good internet, each classroom needs a TV, because the teacher always has to carry out the tools to be able to implement the class in an optimal way. (CT interview)

However, according to the cooperating teacher, the vodcats as a strategy to foster students' oral production is successful and objective. Additionally, the cooperating teacher considers the implementation of longer videos important since sixth grade students react positively to them, for this reason, the pre-service teacher as the formulators of the project must look up and implement videos with much more interesting content for students

As teachers there are a lot of elements or instruments to develop an excellent class, for each class there is a variation to these elements, that depend on what the topic is about, the activities are going to be implement etc. At this moment the teacher should select or create the right vodcasts, based on Madhuri (2013, p.118) "When selecting suitable audio visual aids, the agent will be limited to what is really available or can be made. Within that range some aids are more suited to a particular objective than other" taking that into account to find the more appropriate vodcasts is something that takes hours into internet, to select a part of a film, video compact disc or even if you are thinking to create your own material it will take hours into edition etc.

For the implementation of vodcast there are essential elements to take into account in order to have a good development of the class, as video beam in which images are clear to students or on the other hand a large television, also a computer or a USB to keep the videos, the speakers are necessary to give a correct sound quality everyone can listen clearly, these last two aspects are essential to the implementation it was said by Madhuri (2013, p.119) "Make sure that

the student will be able to see and hear clearly. Audio cassettes that cannot heard or lettering that is too small to be seen can make the audience restless and inattentive"

(Pre-service teacher journal, 1) "it is important to keep in mind the possible issues that may emerge during the class, such as the room illumination, also about the possibility that the laptop does not work correctly, tv or video beam, USB, powerful speakers, etc"

In the same way according to Madhuri (2013, p. 119) is considerable to "Practice using the aids beforehand. Where projected aids are used, it is important to be completely accustomed to the equipment" by that reason, it is essential to take into account other possible solutions, as the technological room or in the case of the institution does not have other elements to work, try to look for them personally with a friend or coworker. It is important because the time of class used to be short and making the solution to those problems can spend twenty or more minutes which is so many time which for the strategy could have an unacceptable development.

English level/Oral production

Students use to have more troubles, fears or both of them, with speaking (oral production) in a second language with groups or pairs, it can happen in or out of the classroom all that is communication apprehension what "is a type of shyness characterized by fear of or anxiety about communicating with people" it based on Elaine, Horwitz & Horwitz (2012, p. 127). This kind of students do not like to participate during oral production activities, students do not feel comfortable, they used to avoid questions and that is possible to observe when teachers are asking for something and students often break eye contact pretending to be deeper in thought, in other cases writing on their notebooks or elbowing the person next to them, nevertheless in the

observations it was possible to perceive that, even with fear, some of them are trying to talk and participating, asking each other about the possible ways to pronounce a words and then asking to the teacher, looking on internet etc, even some students who had a good pronunciation did not participate because of embarrassment when they started to do it, something that is normal students behavior. Taking that into account in moments such as those, it was possible to identify that students perceptions, about oral production, were becoming aware than talking in English was not as difficult as they used to believe, as Occhipinti says (2009, p.36) "students in a conversation class are more embarrassed and anxious than students in a reading class"

Even though the data collected during the sessions of the project gave us a lot of things to consider and analyze, it was not possible to appreciate students' progress in oral production. The limitations of this project are mainly related to the few sessions implemented, due to the facts around COVID-19 that took place during the implementation moment of this project, it was necessary to stop any activity in the institutions and analyze the information gathered only in the first two sessions.

It is usually believed in our society that everyday ICTs take an important value in the educational contexts when teaching and learning. The teachers have more tools and several programs to teach. As this research project is directly related to the ICT, it was suggested to continue the project via internet and give students vodcast to work from home, but again we faced difficulties related to the context we are in and how a majority of students does not have access to internet.

CONCLUSIONS

Taking into account the data collected during the whole process of this study, it is possible to observe how the use of vodcast may have a positive influence on the students learning oral production process, keeping in mind that this strategy has some limitations and has to be implemented under certain requirements. The vodcast contribution can be seen when some of the students that used to be quite or distracted started to improves on the participation during the class activities as the working groups, answering questions during the vodcast implementation, they started to ask more to the teacher and classmates about vocabulary and the correct pronunciation, becoming more focus on the oral production. This has benefits for the teacher, by reason of the process of teaching a foreign language becomes more remarkable, make the learning process interesting and meaningful for the students, also in a certain way arousing their motivation to learn a foreign language.

Moreover, while the use of vodcast improves students participation, it also has a positive influence on the teacher attitudes, when the students become to be more active during the class the teacher perceptions increase, observing how well it is working as a strategy to improves oral production, becoming aware that vodcast plays an important role

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APPENDIXES

Appendix A. Consent Form for Data Collection

The following form will be required for students in the course "General Didactics", from the sixth semester of *Licenciatura en Lenguas Extranjeras at* Universidad Católica de Oriente, in order to carry out their final assessment of the aforementioned subject.

Objective: to observe a class in specific contexts in order to analyze methods/approaches, techniques and procedures in an English class.

The intention of the observation is not to teach a class or judge the teacher/tutor. It is simply an exercise for the pre-service teachers to be able to contextualize theory into practice.

Teacher Consent:

Full name: _____

Institution: _____

Date of the observation: _____

Student-teacher's name: _____

We truly appreciate your kind help in this valuable exercise that allows the future teachers to get involved in the language classroom. If you need to contact the teacher, please write an email to _____.

Appendix B. Teachers Interview Questions

Preguntas:

1- ¿Pudo notar en los estudiantes una retroalimentación al momento de utilizar los videos como estrategia para la enseñanza del inglés como segunda lengua?

2- ¿Cree usted que el uso de tecnología en el aula de clase puede ser una buena o mala estrategia de enseñanza de un segundo idioma?

3- ¿cuáles herramientas tecnológicas implementa usted en el aula de clase?

4- ¿En qué momento de la clase utiliza la tecnología? (al principio, en la mitad o para finalizar)

5- ¿qué tipo de habilidad practica con estas herramientas? Escucha, habla, lectura o escritura (en caso de que la use)

6- ¿ha implementado el uso de videos para mejorar o practicar alguna habilidad en la lengua extranjera?

7- ¿cómo reaccionan sus estudiantes frente al uso de estos videos?

8- ¿Teniendo en cuenta sus años de experiencia con que grupo o estudiantes de que edad se daría un mejor aprendizaje utilizando vodcast como estrategia?

Appendix C. Observation format

Date:

Description of the event	Analysis