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Por medio de la presente apruebo y hago entrega del trabajo del estudiante Robinson Leonardo López, de la Licenciatura en Español e inglés, titulado "BECOMING A "YOU TUBER" AS PEDAGOGICAL PROPOSAL FOR IMPROVING THE ORAL FLUENCY IN ENGLISH LANGUAGE CLASSROOM ", modalidad Diseño de Materiales Didácticos.

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Agradezco su atención

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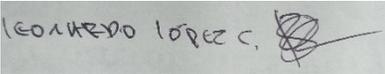


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BECOMING A "YOU TUBER" AS PEDAGOGICAL PROPOSAL FOR IMPROVING THE
ORAL FLUENCY IN ENGLISH LANGUAGE CLASSROOM

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BOGOTÁ, D.C., Mayo 6, 2020



FACULTY OF EDUCATION

BECOMING A “YOU TUBER” AS PEDAGOGICAL PROPOSAL FOR IMPROVING THE
ORAL FLUENCY IN ENGLISH LANGUAGE CLASSROOM

Degree work presented as a requirement to obtain the degree: Bachelor in Spanish and
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DEDICATION

This project is dedicated to my father and my mother who at the beginning of this dream were and still are the stimulus and the impulse. Without their help, it would not have been possible.

Also, to my dear wife, who gives me the strength and who believed in me when I was surrendering, for being the one who continually gives me her support in a moral and emotional way. Finally, thanks to Almighty God. All things happen for a reason; he is and was the guide for my life.

SUMMARY AND KEY WORDS

SUMMARY:

KEY WORDS: YouTube, speaking fluency, MALL, CLT, videos, ICTs, CALL.

The purpose of this project is to improve the oral fluency in students from fifth grade at “Santa Luisa School” in Bogota D.C. through the YouTube platform and the union with ICT (information and communication technology) as strategy. Also motivate learners to use the target language in a real situation using web games, podcast, video games and information about intercultural background to improve their knowledge, structures, vocabulary and certainly the speaking ability. Through this project the educator is going to be the model who uses different strategies, vocabulary and the proposal topics that students will talk about and show them through audiovisual material. In this way, students will improve their fluency at the moment they express their ideas and thoughts.

Besides, this project will help and analyze the impact of the fluency that the learners can get through the different strategies applied, where the teacher is the leader and assumes the role of being a guide for the learners to improve speaking skill. Firstly, the students will be examined through the diagnostic test to know their previous knowledge. Secondly, the mistakes will be analyzed but across the project they will be improved by the implementation of different learning strategies and activities to improve the student’s oral skill and will be able to speak with fluency. On the other hand, students during the work get funnier and confident because they will enjoy the proposal activities using CALL (computer-assisted language learning) with web games, YouTube videos, simulation activities, role-plays, and some strategies such rehearsal, repetition, consciousness-raising to improve the oral fluency.

RESUMEN:

PALABRAS CLAVE: YouTube, fluidez oral, CALL, vídeos, CLT, TICs, CALL.

El objetivo de este proyecto es mejorar la fluidez oral en estudiantes de quinto grado en el “Colegio Santa Luisa” en Bogotá, DC, a través del uso de la plataforma de YouTube y la unión con las TIC (tecnología de la información y la comunicación) como estrategia. Además, motivar a los alumnos a utilizar el idioma extranjero en situaciones reales utilizando juegos web, podcast, videojuegos e información sobre aspectos interculturales para mejorar sus conocimientos, estructuras, vocabulario y, sin duda, la capacidad de hablar. A través de este proyecto, el educador será el modelo a seguir, quien utilizará diferentes estrategias, vocabulario y los temas propuestos los cuales serán expuestos en el material audiovisual por los estudiantes. De esta manera los estudiantes mejorarán su fluidez en el momento en que expresen sus ideas y pensamientos.

Además, este proyecto ayudará y analizará el impacto de la fluidez que los alumnos puedan obtener a través de las diferentes estrategias aplicadas, donde el maestro es el líder y asume el rol de ser una guía para que los estudiantes mejoren la fluidez oral. En primer lugar, los estudiantes serán examinados a través del examen diagnóstico para así conocer sus conocimientos previos. En segundo lugar, se analizarán los errores, que a lo largo del proyecto serán mejorados con la implementación de las diferentes estrategias y actividades de aprendizaje para mejorar la fluidez oral de los estudiantes. De otro lado, los estudiantes durante el trabajo se vuelven más divertidos y confiados porque disfrutarán de las actividades propuestas utilizando CALL (aprendizaje de idiomas asistido por computadora) con juegos web, videos de YouTube, actividades de simulación, juegos de roles y algunas estrategias tales como ensayo, repetición e incrementar la concientización del uso del idioma extranjero para mejorar la fluidez oral.

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INTRODUCTION

Becoming a YouTuber as pedagogical proposal for improving oral fluency in English language classroom it is a project carried on at Santa Luisa School, this is a private institution located in Timiza Kennedy's locality in Bogota. Attends students from pre-school to eleventh grade. The school is focused on religion, humanistic formation, English, technology, informatics, administration and literacy. The school has an intensive English level and each year the students must present an international exam like Cambridge Assessment English Test.

Particularly, this project is developed with 36 students from fifth grade; the average age is about 9 to 11 years old.

Through this didactic material becoming a YouTuber for getting better the oral fluency both the teacher and the learners will use the technology to improve the oral fluency with the implementation of digital material with different learning activities such web games, YouTube videos, simulation activities, role-plays, cellphones, tablets, web pages, computers and videos and some strategies such rehearsal, repetition, consciousness-raising to motivate learners to use and like English language to communicate in real contexts. On the other hand, this project contributes in this way to enhance the learning and teaching process in English language classroom.

The digital material is a facilitator for the education, so, this new era is leaving a mark of evolution, and it helps to the teacher for presenting, explaining, and focusing in a thematic. With the creation of this kind of material the teachers can introduce to learners in a specific context, get the advantage of have the pertinent material any time, which the educator considers it.

NEED IDENTIFICATION

In order to define the problematic found about the students' limitations with the speaking ability, and to know this problem at the classes, it was started during the classroom observation process, implementing tasks, oral exercises (questions and answers) and others, which they were possible identifies some senses and errors at the oral production. This analysis phases allowed to consider: first, the learners had difficulty using some time tenses, second, they did not have pre-knowledge enough, third, they had difficulties to understand and comprehend when someone talks them, fourth, they got panic and nervous exhibiting themselves at a presentation or activity, also because of the memorization of some vocabulary, finally, The demotivation, they did not have motivation enough to participate in a speaking exercise, they did not feel confidence to support it.

After having identified the problems with This initial observation, the students have a survey, with a short general interview, it is done with some students to demonstrate the lack of ability to speak.

Figure 1

Survey

**BECOMING A “YOU TUBER” AS PEDAGOGICAL PROPOSAL FOR IMPROVING FLUENCY
IN ENGLISH LANGUAGE CLASSROOM
EXPLORING THE DIFFICULTY
DIAGNOSIS TEST**



Overall Objective: To identify the fluency difficulty when students share their ideas and opinions in communicative interactive situations

Writing strategy:

- Generating ideas
- Develop ideas
- Draft ideas
- Revising and editing ideas

1. Make a list of 10 ideas about you (could be adjectives describing yourself)

2. Write 10 ideas about yourself

What do you like to do in your free time?

Where do you live?

What’s your favorite food?

Which is your favorite TV programme?

What kind of music do you like?

3. Fill the gaps with your personal information

ALL ABOUT ME

HI!

My name is _____. I come from _____. I live in _____. I am _____ years old.

I live with my _____ and my _____. Her name is _____, she _____
_____ years old and my father is _____. He _____ years old.

My favorite food is _____. I also like to eat _____ and _____, but I don’t like
_____ and I never eat _____.

My favorite TV show is _____. My idol is _____. My favorite colour is _____. My
favorite toy is _____.

In my free time I usually _____ and _____. I really like to read
_____, but I don’t like _____. I like _____ soccer. And I don’t
_____ playing _____.

On weekends I also like _____ with my mother and my sister.

I am _____, _____, _____ and friendly person.

Speaking strategy:

- Fluency as the ability to converse with others
- Opportunity to talk about their writing

- Communicative efficiency
- Language input: give learners the material they need to begin producing language themselves.
- Structured output: focuses on correct form
- Communicative output: to complete a task, such as obtaining information, developing a travel plan, or creating a video.

1. Share with some classmates their writing profile using minimal responses.

Using minimal responses

Agreeing with what was said: absolutely; yes, that's right

Indicating possible doubt: really? are you sure?

Agreeing to cooperate or not: of course; okay; sorry, I can't; I'm afraid not

Expressing an opinion: that's nice; how lucky! that's too bad

Expressing interest, encouraging the speaker to continue: what happened next?; that's really interesting; what did you do?

2. Discuss the questions below with your partner using minimal responses.

INTRODUCTIONS

STUDENT "A"

1. What's your name?
2. How old are you?
3. What do you usually do in your free time?
4. What are you going to do tonight?
5. What your favourite subject?
6. What's your favorite food?



INTRODUCTIONS

STUDENT "B"

1. Where are you from?
2. What's your favourite hobby?
3. Where did you go on vacation last year?
4. Who do you live with?
5. What are your favourite places in Bogota?
6. How many people are there in your family?

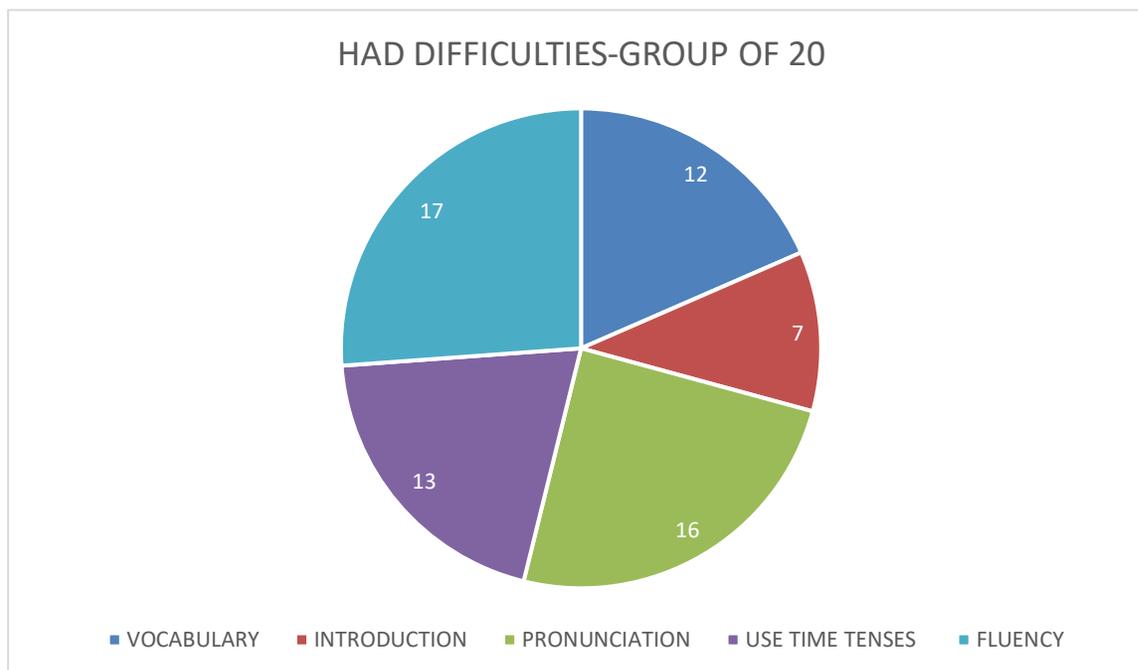
Designed by: Leonardo López

Tutor: Dany Latorre

Note: this was the test to know the results and assess the students speaking skill

Figure 2

Difficulties found at the survey



Difficulties found by abilities in group of 20 students in each standard

Based on the results, most of the students have some errors that must be improved for oral production, so it is necessary to put into practice a project to solve and improve it (oral production). So, it is confirmed through the survey deficiencies at the fluency exercise when students share their ideas and opinions in communicative interactive situations, the survey, it shows that the learners have not vocabulary enough and a confusion with the time tenses, so it is really hard improving the fluency. Also, the interviews carried out show some doubts when speaking, some fear, confusion of verb tenses, need for vocabulary, etc. that is why it is decided to implement a plan to help them improve oral fluency.

In particular, most fifth graders have difficulty speaking. First of all, they are only afraid to speak English and as a result they take a long time to answer a simple question. Secondly, they cannot communicate well because they have a very limited vocabulary.

Considering the importance of communicating quickly, clearly, and consistently, this project should help students speak fluently so that they enter what they are communicating. The implementation of the video as YouTuber is fundamental to improve this difficulty.

EXPLORING THE DIFFICULTY

Today, most people around the world speak English, due to international education treaties, the use of technology, business, tourist, bilingualism and media thus converting the globalized society. Furthermore, in terms of education it is one of the four language most used by people who want to communicate and express their ideas fluently. The speaking skill is one of the most important, but also it is well known that it is one of the most difficult, because it is necessary to have a certain range of vocabulary and grammatical structures. Particularly students on this project have great weaknesses at the moment of speaking because plenty of reasons such: scare of speaking, lack of fluency, little necessity to communicate in English, low range of vocabulary and grammatical structures, little interest to learn intercultural English background. And most of the time they just keep on their minds some information just for a short time, they do not talk making sense what they want to express and they do not talk with fluency. So, the

learners get problems at the moment to speak in English. To add, according to Banu and Nishanthi (2017) say that:

“There are so many factors affect the process of learning a second language, including attitude, self-confidence, motivation, duration of exposure to the language, classroom conditions, environment, family background, competent of student and availability of competent teachers”

It is a quite important opportunity that internet and media provide to start learning English language. the world has increased the use of English due to technological changes in the educational context. For this reason, a wide variety of teachers must use technology and the media in their teaching practice. An example could be the YouTube medium which has a lot of resources and teaching materials that the educators can use. According to Raja, R. & Nagasubramani, P. (2018) affirm that:

“Education is essential in corporate and academic settings. In the former, education or training is used to help workers do things differently than they did before. In the latter; education is geared towards creating curiosity in the minds of students. In either case, the use of technology can help students understand and retain concepts better”

The technological tools have changed the education and the role of the teacher, it is because the educators take advantage of the digital material, receiving a help to introduce a

thematic, this material can be created or it can be found at the webs like YouTube and others, it is *flipped classroom*, so, with the words from *Irulappan, P. (2014). The Flipped Classroom.*

“The Latest Technology for Teachers. All across the nation and beyond, teachers are experimenting with flipping the classroom. They are flipping instruction. The basic concept is quite simple. Homework gets done in the class work while class instruction occurs at home. With the flipped classroom concept, the teacher becomes less of a "sage on the stage" and more of a "guide on the side." This is done by having students watch pre-recorded lessons on screen or pod casts online at home. The next day, class lecture time is freed up to have the students put their newly acquired knowledge into practice”

The objective of this projector proposal is focused on speaking English language. So, learning a foreign language require really big effort, this must be practiced every single day, the students’ process will appear as soon as they practice with the material provided and proposed tasks. Through this project, oral fluency will be improved by the application of different strategies and activities following the teacher’s instructions as a youtuber and model. According to Sreehari P. learners can improve their speaking skill when they participate in role-plays, games, group discussions, etc. so apply this kind of activities are an extra heilp for communicating to each other correctly. Berns (1990 cited by Sreehari 2012) refers to communicators communicating about something to someone for some purpose, either orally or in writing. Then, with the mixing activities, students can get better opportunities to support the conversation exercise, it is also better between groups. This kind of activities will practice after the teacher’s video

Communicate through interaction using the target language with the introduction of authentic texts focus on the language and learning process where the learners with their personal experience contribute to the class Sreehari (2012). Therefore, new experiences and authentic material encourage to continue in the video route to add new oral presentations, activities etc., that could be shared with the partners at class. The learners are practicing at school with the teacher as a model, but when the learners leave the school, they can connect the knowledge practiced with their social context where they live.

At the survey applied at the santa luisa school with fifth graders, they were found some important aspects to get better, according to the speaking fluency rubric, there are 5 items:

Vocabulary: the students need to improve the vocabulary to communicate better, it is possible with digital material, due to they don't have enough to express their ideas.

“According to Martin, Martin, & Ying (2002)cited by Putri D manifests that:

“vocabulary self-collection strategy presents three prominent proportions. First, students acquire new vocabulary through own experience and world knowledge. Second, through VSS students are motivated to learn new words. Eventually, the strategy makes students more enthusiastic in learning and selecting new vocabulary”

Introduction: the apprentices need practice personal information, to introduce themselves at a presentation.

Pronunciation: the apprentices get lost in some cases when they do not know the correct way of saying a word, phrase or sentence. According to Pamungkas F. (2019):

“Pronunciation is a sub-skill of speaking and it can be categorized as important aspect of speaking. Kreidler (2004, p. 5) explained that pronunciation is the way sounds are articulated by the speaker and those sounds are organized into a system, the sound system of a specific language. Meanwhile, according to Fraser (2001, p. 6), pronunciation is aspect of speech which

Firdaus, How Video Dubbing can... 44 makes for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact. In addition, Cook (1996) as cited in Gilakjani (2016) defined pronunciation as the production of sounds that is learnt by repeating sounds and correcting them when produced inaccurately. In the beginning of learning pronunciation, learners start to make new habits and overcome the difficulties resulting from the first language. It can be concluded that pronunciation is the production of sounds by the speakers and those sounds are organized into a specific language”

Use of language structures: the apprentice tends to confuse the time tenses

Fluency: the apprentices have the need to extend speaking skill, so, Shahini G. (2017) cited:

“Furthermore, Baily (2003) defines fluency as using language quickly and confidently, with limited hesitations, unnatural pauses, etc.”

Spoken production is one of the hardest aspects of language learning, because the students have difficult to express themselves in oral way, this problem is caused because the learners have low vocabulary knowledge and have problems with the grammar part. On the other hand, the

learners do not have motivation to learn and acquire the English-speaking ability. So, engage the students at the language is to go out from the monotonous comfort with boring activities which do not catch the learner's attention. So, it is a good challenge for teachers to start to use interesting and innovative teaching and learning media. With this media can fix the students mistakes using it with all skills, specially speaking.

The manner to learn and understand a language it is through the communicative process. The characteristics of communicative language teaching according to *Richards* are:

- *Make real communication the focus of language learning.*
- *Provide opportunities for learners to experiment and try out what they know.*
- *Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence.*
- *Provide opportunities for learners to develop both accuracy and fluency*
- *Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world.*
- *Let students induce or discover grammar rules.*

And in applying these principles in the classroom. If the last characteristics are putting in practice *Richards* affirm that the learners:

- *They can learn from hearing the language used by other members of the group.*
- *They will produce a greater amount of language than they would use in teacher-fronted activities.*
- *Their motivational level is likely to increase.*
- *They will have the chance to develop fluency.*

- *Teaching and classroom materials today consequently make use of a wide variety of small-group activities.*

Providing daily phrases or words each class, which the students must practice, it is a strategy to get more vocabulary to talk. The idea with this is to increase speaking fluency, also it is to enhance the time at moment to speak with fluency. The phrases are useful to add in a presentation, videos, and others. The phrases help to improve orally the skill.

Digital material

The digital material, it is a great help because the learners can practice and improve English skills, it is easy to access and it is a facilitator of education, according to *Van Den Berg E, Blijleven P, Jansen L.* say:

“...may relate digital materials to a simple drill and practice program, but also to a complete simulation of a plant in the process industry. The expectations of digital materials for educational innovations are pitched high.is a drill and practice program”

Create digital material is joining text, image, audio, animation, and video to export an explanation, information, guide, presentation, etc. (Wu P,Weng T,Yang L, Yang D,)

ICTs, Call -Motivation and digital games

Information and communication technology has changed the way of teaching and learning because it is another dimension of the teaching exercise, the use of the internet, mobile devices, etc., are unavoidable so, the learners are required to have a certain skill with the management of that communicative equipment.

A suggests method for the oral ability It is the digital video, with a short audio film using the cell phones, cameras, etc. favoring the interest and creation of the videos for the language learning According to *E Khvilon 2012*:

“Information and communication technology (ICT) has become, within a very short time, one of the basic building blocks of modern society. The infusing approach is linked with schools that now have a range of computer-based technologies in laboratories, classrooms, and administrative areas. The applying approach is linked with schools in which a new understanding of the contribution of ICT to learning has developed. In this phase, administrators and teachers use ICT for tasks already carried out in school management and in the curriculum”

So, Information Communication Technologies (ICT) promotes in the learning and teaching process, help performing the role of the teachers creating pedagogical environments and help to present his teaching attractively *Ratheeswari, K. (2018)*.

Computer Assisted Language Learning (CALL) is a technic used too much this nowadays. It has been implemented to teach the different kind of subjects, in this case English. It is one of the tools than help improve the student’s competencies with the use of games in the process of learning English, that can encourage the improvement of English language speaking skill, it involves students to learn more and with authentic material. With the help of the equipment, the learners can receive feedback without a model, just by themselves.

Carry out the application of web media games is an Effect of motivation because they are visual, also they play to know who is better, and participation increase more because it is a game,

they want to practice all time. M-learning is the learning process with the use of mobile devices such as mobile phones, tablets, etc. During last 10 years the Mobile Assisted Language Learning MALL have come collecting and increasing with the education, it has improved. M-learning is a strategy that help students to practice the speaking vocabulary, structures, etc., they can practice any time using the devices. With this, they can have feedback class using the mobiles, so it could be studied by themselves after class. If you are surfing internet you can find infinity information apps, games, etc., so, you can practice with it all about English language to improve their knowledge.

As stated by *Albahlal F* (2019):

“The new internet-based modes of language learning have always been described as reliable sources for language learning. With internet-based applications, students can practice language learning through motivating activities such as games due to attractive features associated with games.”

Other finding shows that the implementation of YouTube-based videos in teaching speaking can improve the students’ speaking skills and motivation (Riswandi, 2016). Deng & Yuen, 2010 cited by *Albahlal F* (2019) says that:

“YouTube is an internet-based educational tool which allows the learners to easily maintain content and motivate students to learn due to the videos and graphics it presents to the learners”

To learn English through the videos means be motivate to reach and start a level which it is possible thanks to the video such as has the contents for practicing also other tools that engage students’ focus.

YouTube is one of the most used platforms around the world, here people can download a lot of videos with different subjects and share short long videos, live videos, etc. YouTube as pedagogical proposal helps teacher to show infinity amount of contents which relate with the students in their daily life. YouTube is an audiovisual help for learners. Watkins and Wilkins (2011 cited in Magasic 2017) state *“YouTube is an ideal vehicle to teach World English and expose students to a variety of English dialects”* It offers learners online materials like websites for learning which can be integrated and utilized by the teacher in teaching and learning process in the classroom, such as YouTube website (Almurashi, 2016). YouTube has become one of the most-popular websites in the world (Alexa, 2011 in Almurashi, 2016).

Teachers must get the role of model who facilitates the communication, who catch the student’s attention as monitor the audio-visual class to practice.

According to Alhamami M, YOUTUBE (LLVs), says that

“This paper navigates into the YouTube website as one of the most usable online tools to learn languages these days. The paper focuses on two issues in creating YouTube language learning videos: pedagogy and technology”

Watching, making and online participation:

“The use of video can facilitate the students in more interesting learning activities because they can get different learning experience when it can be implemented by teachers effectively” Hadijah, Sitti & Pd, M. (2016)

create online films benefits to the learner who watches it or who create it. So, the first method is “watching” where the teacher needs to model and applies the different kind of videos according to the thematic so the students are exposed to the communicative scenes, with the watching exercise. The learners can motivate and correct mistakes got during the class or explanation. Therefore, learners can search the videos on the platform independently to practice and get more information that did not be caught during the lessons.

“the teachers have to face relates to their capability in deploying video in the classroom and utilizing other technology devices. Computer, laptop, projector, earphones, and some other programs or tools are commonly found in EFL classrooms. The teachers have to be the one who knows very well how to use the devices to facilitate the students during the teaching and learning process” Hadijah, Sitti & Pd, M. (2016)

The Second method is “creating” learners can engage to be a “YouTuber” with their videos made, the teacher may guide how to use digital devices like camera, cellphones, and the video editing software or application too. The duration of the videos is really short and of course have a focus on speaking skill the learners do a video which they have present at class. With the presentations the students give feedback about grammar, pronunciation, etc.

YouTube

As Almurashi W A and Wayan I and Gunada mention that with YouTube it is possible to get fluency at the speaking skill, also, it is cool and meaningful learning technic. YouTube helps to communicate effectively putting in practice the content selected. So, YouTube accomplish a role which had to exposure the learners to an exact topic to contextualized and obtain a speaking result for getting an ability to communicate.

The learners just have to present special work with short phrases or sentences because they are beginners, so that they follow the instructive video, which help and give instructions step by step gradually for making their work, and the most important for improve speaking skill.

As a conclusion, the new technology gives opportunities to work in the modernity with the communicative language teaching CLT, using the CALL, MALL, ICTs, and YouTube in each class, using different strategies as a motivation. The watching exercise is for introducing learners on the context topic, and the making exercise is the role of produce what the learners have learnt. It is a method and a strategy that motivates class work and provides different ways of learning the English language. Thus, it is a good opportunity to address this project in a pleasant manner because students will be motivated to reach and engage their learning process using web games for getting new vocabulary and structures to talk, improving their oral fluency in English language classroom. So as to improve the oral fluency the students are going to design, learn, simulate and acting many different topics through the video and the teacher just hast to invite also motivate them to develop the topics through the videos as a YouTuber. In other words, the teacher is going to be the model and the students have to do the video getting fun and of course learning English. Therefore, streaming video is a perfect connection to the students because the access is easy and the technology is available at the classroom, showing the material to learn and catching the student's attention to learn better and the teacher can teach better, too.

IMPLEMENTATION

Contextual implementation

This project in the English area is carried out at the Santa Luisa School, an educational community inspired by Ignatian Spirituality, who responded with social commitment to the historical moment we are experiencing.

The proposal is leveling up the speaking fluency in the learners using the platform YouTube as pedagogical tool. The decision to create videos is that it is a material with easy access at any time, the digital material helps to learners improve the oral fluency as show a specific topic for the need you search at the moment. The fluency is really important because it helps to communicate better, with videos students can improve it, because it offers some steps to speak better, using vocabulary, tenses, fluency words, and others, so it is useful to speak putting in practice each step and producing short sentences and then a short paragraph in oral way.

This is done with the design of videos in two stages: First, the teacher is the guide, the teacher shows the topic and then the thematic video for the students. At this stage the teacher uses the modeling and simulation as strategies, these strategies will help learners to improve their speaking fluency skill. In the second stage, the learners have some knowledge which they can simulate and design the audio-visual material showing their speaking skill in advanced in their presentations. Both teacher and students have access to modern technology which academic content, computer assistance and web games which are extra help, so if those are mixed the learners can get fun and excite to learn and practice English in real and daily situations. Through this project the oral fluency skill is going to improve by the application of different strategies and activities following the teacher's instructions as a model. Some strategies to start to improve oral

skill, after have ejected the flipped class, are such: memorization games, pair work, role plays, group work, thus, students can include new vocabulary, phrases, expressions, sentences, games and role plays in their videos which facilitate their learning process focused on cooperative work way more than individual one, then they have to practice in a classroom while the teacher is the facilitator and monitor (flipped classroom design)

The video is to present communicative situations, which the actors can be looked, and known with all characteristics like the age, sex, gestures, etc., and of course listen. To add, according to Magasic (2016) says that *“Within this study, the term ‘video’ is taken as meaning any audio-visual material including feature films, documentaries, television programs and amateur web clips.”* The technology is a good help tool due to several items and proposal topics and provide teachers and learners different sort of learning and teaching styles. Also, it is focus in the motivation and get high with the speaking fluency skill showing results with videos that the students modify and create, those presentations let look what the students have learnt, also the mistakes that they have gotten in every single video.

According to Eslit, E. (2017):

“Computers can be tremendously useful tools for English language instruction. They can process data quickly and integrate voice, music, video, pictures, and text into lessons. They can be programmed to tailor instruction and tests for each individual learner. English language teaching has been used for teaching English through different methods and ways by some researchers like (Richards J 2006), Alhamami M

(2015) (Magasic M (2017), (Douglas H 2000), and others, this research also takes advantage and helps from them to investigate and get the purpose of speaking fluency”

PEDAGOGICAL REALIZATION

In order to create this project *Becoming a “You Tuber” as Pedagogical Proposal for Improving the Oral Fluency in English Language Classroom*, some pedagogical aspects were taken into account; according to the diagnose applied so as to develop the project (look *figure 1-2*), it considered the videos as a youtuber to improve oral production. The implementation of a diagnose was for getting some weaknesses and strengths in communicate skills in fifth graders at Santa Luisa School, and according to the results (look *figure 2*) it was important to think about a methodology and tools (digital) appropriate to help improving fluency in oral speech. So, the decision and implementation of LLVs as a YouTuber in English Language Classroom aid to enhance the speaking communication.

About this platform, YouTube (2016) mention that “YouTube defines itself as *“a forum where users can interact, obtain information and inspire other people around the world, and serves as a distribution platform for creators of original content and for large and small advertisers”* (cited in YouTube como herramienta para la construcción de la sociedad del conocimiento). YouTube contributes to sharing educational experiences to improve their knowledge in order to get better in a communication way.

The next relevant aspect considered was the design as pedagogic proposal using ICT to motivate learners with learning digital tools (quizizz, kahoot, quizalize, etc) and others for the

videos (screencast, Camtasia, power point, etc) it is for improving, practicing and implementing speaking fluency skills in English language classroom, also with the use of a vocabulary, phrases (connectors, extra minimal responses) handbook (*figure 3*). As well as the analysis' impact and progress of the students with the training in speaking fluency skills creating videos as individual.

The videos help students to guide what they must do, showing the oral production putting in practice what they have worked like the vocabulary, grammar, and others; presenting a result “the fluency” the improvement in the oral skill.

The use of each source consisted in increasing and learn vocabulary and to contextualize the learners too, the students practice using web games (quizizz, kahoot, quizalize, etc) which are found on the internet, and then they had learnt some vocabulary and received an explanation from the teacher, using technological methods like Power point presentations and others, so they must evidence a minimal learning to expose. Finally, the professor showed a video from YouTube, taken from his online profile.

Students who delve into themselves are "complete" students because they study and learn the selected topic, therefore, in a live class, the teacher provides comments and accompanies the process, but it is not like a normal class that explains the thematic, and the students pay attention, no, here the student is the main actor of the film, in this case of its learning process. The videos or material created by the teacher, they are a guide for the learners as a previous class (YouTube videos), students watch the explanation or contextual exposure before of the meeting or class, so the learners have a previous explanation to get class and go along with the teacher using their own capacity and developing obtained through the video help, and the material is going to be there for

the students when they need it if it is necessary watch again. *Tourón y Santiago, (2015)* cited by *Aguilera C, Manzano R, and others, (2017)* say that:

“El aula invertida o flipped classroom es un método de enseñanza cuyo principal objetivo es que el alumno/a asuma un rol mucho más activo en su proceso de aprendizaje que el que venía ocupando tradicionalmente” (Berenguer, 2016: 1466). En definitiva, supone una inversión con el método anterior (Wasserman, Quint, Norris y Carr 2017), donde los alumnos y alumnas estudiarán por sí mismos los conceptos teóricos que el docente les facilite y el tiempo de clase será aprovechado para resolver dudas, realizar prácticas e iniciar debates relevantes con el contenido”

They mentioned that:

The student become the protagonist

Watch the video as many times as the students consider

The video belongs to support tool

the teacher is a facilitator (who talk), and the student is the center of the learning process (who listen) in a pre-class. and then the educator become in a presential class as a guide So, the video become an essential and important part of the class and guide's methodology.

According to Wang X, Dostál J (2017) say that:

“Listening is important to speaking; no input, no output. Before class, the teacher-made videos or/and films can help strengthen students' listening ability, which in turn benefits their speaking ability. Besides, in class, group discussions, debates, games and other activities give them the opportunity to open their mouth and speak. The frequently they speak, the more fluent their speaking English becomes. In the traditional class, much time is spent in knowledge transmission, so very limited time is devoted to oral English practice. According to learning theory, learning is a process of attaining habit. This is true of language learning, especially for

oral language learning; the more time of practice, the more proficiency of speaking skill. Under the flipped class teaching mode, the teacher organizes activity and discussion, which provides a good opportunity as it enhances the students' chances of opening their mouth to speak..”

So, the learners received an explanation about the use of the technological instruments about how to use, when use it, and what to use. Then the students watched the video model to begin to take ideas about how to do the video. After that learners organized and started to plan the video presentation. A soon as they have to plan, they started to composing and made the video. Then they edit their video with an APP proposed by the professor as FilmoraGo, power director, etc. to get a project finished.

Finally, it was taking into account an instrument for the handbook's organization, it was the didactic sequence taken from *Diaz A, (2013)*, because it has a specific order to organize each unit, this division is given by this way: 1) opening activity, 2) development activity and 3) closing activity, every part has some characteristics, the first one, explore and collect pre-knowledge from the students, the second one, this phase allows to create learning scenarios and collaboration environments to practice and get new knowledge, and the last one, let to know about the process carried out with results, show if it is important solved any confusion and give feedback.

PHYSICAL MATERIAL PRODUCTION

This is the physical production as a guide of this project. Therefore, here are the links for getting the results of the proposal activities.

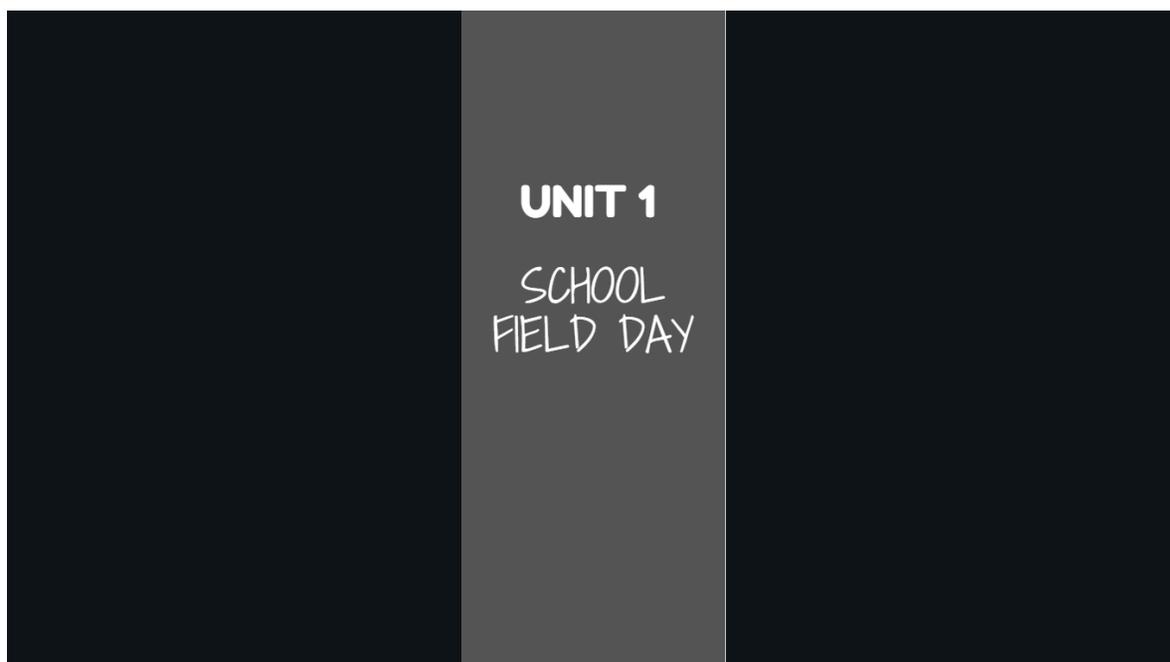


HANDBOOK.pdf

Figure 3 HANDBOOK

This book was made with this characteristics:

1. It was made with the web page named Canva.
2. With Infographic style according to Canva
3. Size 800px X 2000px
4. The pictures were taken from <https://www.freepng.es/> they are png pictures, another ones from animaker
5. Letter style is mix between Kenewave, Shadows into light two, Arimo and others.



School field day: in this unit the learners located in the school context, with activities that the students can make during a free day (no class), this book have the vocabulary, the grammar part(going to), and some extra words that helps to the learners improve speaking skill and vocabulary adquisition.

YouTube YOUTUBER AS A PEDAGOGICAL PROPOSAL

IMPROVING SPEAKING FLUENCY

SCHOOL FIELD DAY-WORKSHEET

Here you can find the information which it is going to be used in order to develop the learner's speaking skills, such as objectives for each video, vocabulary, grammar, and some extra vocabulary (minimal responses).

OBJECTIVES

- Talks about how to play different activities.
- Identifies school field trip activities.
- Improves their speaking fluency using their own words following instructions given at video.

VOCABULARY

On their painting, and cotton candy, have a huge hoop, colorful, can't be a one play, friends, wear school's shirt, have a sack race, play tag of war.

GRAMMAR

What are they going to do?
They are going to run in a race.

EXTRA MINIMAL RESPONSES

- Agreeing with what you said previously: yes, that's right.
- Indicating possible doubt: really? are you sure?
- Agreeing to cooperate or not of course: okay, sorry I can't, I'm afraid not.
- Expressing an opinion: that's nice, how lucky! That's too bad!
- Expressing interest, encouraging the speaker to continue: what happened next? that's really interesting, what did you do?

CONNECTORS TO IMPROVE FLUENCY

and, also, but, then, next, so, first, then, also, finally

WHAT ARE YOU WAITING FOR? VISIT MY CHANNEL!

VISIT ME AT ...QR CODE OR URL
https://www.youtube.com/channel/UC33yDf6WVp_ah8Q_4u4_4m0v8t8w



UNIT 2

MUSIC AND SPORTS

Music and sports: in this unit the learners located in the hobbies context, the students can talk about how to play different activities at the school. This book has the vocabulary, the grammar part (simple present and how often), and some extra words that help the learners improve speaking skills.

Unit 3: Music and sports	
Unit/Book	3/Book 2
Subject	English class
Competence	Pragmatic linguistic competence
Content	Music and sports
Learning objectives	<p>At the end of the lesson students will be able to: listen, watch and speak about music and sports.</p> <p>Identify different kinds of musical instruments and sports.</p> <p>Improve their speaking fluency using the content, following instructions given in video and the handbook.</p> <p>Procedures</p> <p>The teacher will guide the students' work realized with the pre-arranged of the video, they have some doubts and questions which are solved by the teacher. It is used some complementary material to support the learners have individual and cooperative work, the teacher continue asking questions.</p>
Learning activities	<p>Students practice in cooperative work communicating using the grammar structure through questions and answers. Also control the content by doing some exercises and activities.</p> <p>At the end, teacher interacts with the students and then have a class test for checking the learning knowledge process and if the teacher gives feedback according to the results obtained using the doubts and questions if there are.</p>

According to *Diaz A. (2013)* This didactic sequence was elaborated to get a clear information in each unit, it is a guide to know the role of the students and teacher, also the procedures, thematics, the grammar, and the presentation of the topic. This didactic sequence helps to get clarification to the teachers who wants to put in to practice the handbook at their classes.

BECOMING A YOUTUBER AS A PEDAGOGICAL PROPOSAL

improving speaking skill

MUSIC AND SPORTS WORKSHEET

Here you can find the information which is going to be put in practice to develop the learner's speaking skill, such as objectives (for each video), vocabulary, grammar, and some extra vocabulary (minimal responses).

OBJECTIVES

- Talks about music and sports
- identifies different kinds of musical instruments and sports
- improves their speaking fluency using the content, following instructions given at video

VOCABULARY

Play the cello, play the guitar, practice the violin, go to a concert, play basketball, play badminton, go swimming, go to a soccer game.

Once, twice, three times, day, month, year.

GRAMMAR

How often does he play basketball?
He plays basketball once a week.

EXTRA MINIMAL RESPONSES

Agreeing with what was said: absolutely, yes, that's right, indicating possible doubt, really? are you sure?
Expressing an opinion: that's nice, how lucky! That's too bad!
Expressing interest, encouraging the speaker to continue: what happened next? that's really interesting, what did you do?

CONNECTORS TO IMPROVE FLUENCY

And, also, but, then, next, so, first, then, also, finally.

Visit me at https://www.youtube.com/channel/UC33jzDf6dW0yq_a8fQ2_wt4_a_m0d0r70w



UNIT 3

GOING CAMPING

GOING CAMPING: in this unit the learners located in a trip and family's time, the student can talk about a camping activities. it is implemented the vocabulary about some activities that the people can make during the free time at the forest or any place for camping. this book has the vocabulary, the grammar part (going to), and some extra words that helps to the learners improve speaking skill.



Unit 8 Class to do	
Unit 8 title	Unit 8
Subject	English class
Competences	High/intermediate competence
Content	Class to do
Learning activity	<p>Purpose of this unit: Students watch the video, search and do it. Class to do.</p> <p>Have the teacher use library and use in oral class.</p> <p>Context: Class at home.</p> <p>Grammar: English present.</p> <p>Personal pronouns: I, he, she, they.</p> <p>Vocabulary: Clean the room, Move the box, Do the laundry, Feed the dog, Set the table, Take out the garbage, Wash the dishes, Water the plants.</p> <p>How to do it: Corrections and minimal responses to get in practice and improve.</p>
Assessment	<p>Purpose of this unit: Students practice about their jobs.</p> <ul style="list-style-type: none"> - identifies different jobs - Makes questions and answers about their dream jobs - Improves their speaking fluency using the content, following instructions given in class and the handbook. <p>Procedure: The teacher as a guide.</p> <p>The presenters use an interview taking into account the students' work realized with the presentation of the video, they have some doubts and questions which are solved by the teacher. In a next stage, cooperative work is developed.</p> <p>The learners have individual and cooperative work, the teacher continues asking questions.</p>
Learning activity	<p>Learners practice in cooperative work communicating using the grammar structure through questions and answers, then continue the exercise but adding some cooperation and minimal responses.</p> <p>In fact, teacher interacts with the students and they have a little text for checking the learning knowledge process gotten, and the teacher gives feedback according to the results obtained using the student and questions if there are.</p>



According to *Diaz A. (2013)* This didactic sequence was elaborated to get a clear information in each unit, it is a guide to know the role of the students and teacher, also the procedures, thematics, the grammar, and the presentation of the topic. This didactic sequence helps to get clarification to the teachers who wants to put in to practice the handbook at their classes.

Unit 5 Getting ready	
Identify/Date:	21/02/20
Subject:	English class
Competence:	Progressive linguistic competence
Content:	Getting ready
Didactic sequence:	
Planning activity:	<p>Purpose of the lesson: identify each the video, search and go to: Getting ready - how the lesson is developed and use in the video.</p> <p>Content: Birthday Party</p> <p>Grammar: present perfect</p> <p>Personal pronouns: I, he, she, it</p> <p>Modality: Base a verb, Decides the reason, Go shopping for a gift, make a banner, Offer gifts, Write the gift</p> <p>Connectors and internal responses to put in practice and improve</p>
Development activity:	<p>Purpose of the unit:</p> <ul style="list-style-type: none"> Talks about party preparation used present perfect tense in relation to party preparation improves their speaking fluency using the context, following instructions given at video and the handbook. <p>Procedure</p> <p>The essential ones are practiced taking into account the students' work realized with the presentation of the video, they have some doubts and question which are solved by the teacher. It's used some comprehension strategies depending.</p> <p>The learners have individual and cooperative work, the teacher continue writing question from them.</p>
Checking activity:	<p>Students practice in cooperative work communicating using the grammar structure through questions and answers, then construct the exercise and writing some conversation and internal responses.</p> <p>at last, teacher interacts with the students and they have a little test for checking the learning knowledge process, and the teacher gives feedback according to the results obtained using the handbook and accuracy of their work.</p>

According to *Diaz A. (2013)* This didactic sequence was elaborated to get a clear information in each unit, it is a guide to know the role of the students and teacher, also the procedures, thematics, the grammar, and the presentation of the topic. This didactic sequence helps to get clarification to the teachers who wants to put in to practice the handbook at their classes.

BECOMING A YOUTUBER AS A PEDAGOGICAL PROPOSAL IMPROVE SPEAKING FLUENCY

GETTING READY- WORKSHEET

Here you can find the information which it is going to be put in practice to develop the learner's speaking skill, such as objectives (to coach video), vocabulary, grammar, and some extra vocabulary (minimal responses).

OBJECTIVES

- Talks about a party preparation
- uses personal present form- invitation to party preparation
- improves their speaking fluency using the content, following instructions, general video.

VOCABULARY

Bake a cake, Decorate the room, Go shopping for a gift, Make a banner, Order pizza, Wrap the gift.

GRAMMAR

He has baked the cake already, they haven't ordered pizza yet
has she ordered pizza yet? yes, she has - no she hasn't.

EXTRA MINIMAL RESPONSES TO PRACTICE AT CLASS

- Agreeing with what was said: absolutely, yes, that's right
- indicating possible doubts: really? are you sure?
- agreeing to cooperate or not: of course, okay, sorry, I can't, I'm afraid not
- Expressing an opinion: that's nice, how lucky! that's too bad
- expressing interest, encouraging the speaker to continue: what happened next?, that's really interesting, what did you do?

CONNECTORS TO IMPROVE FLUENCY

And, also, but, then, next, so, first, then, also, finally

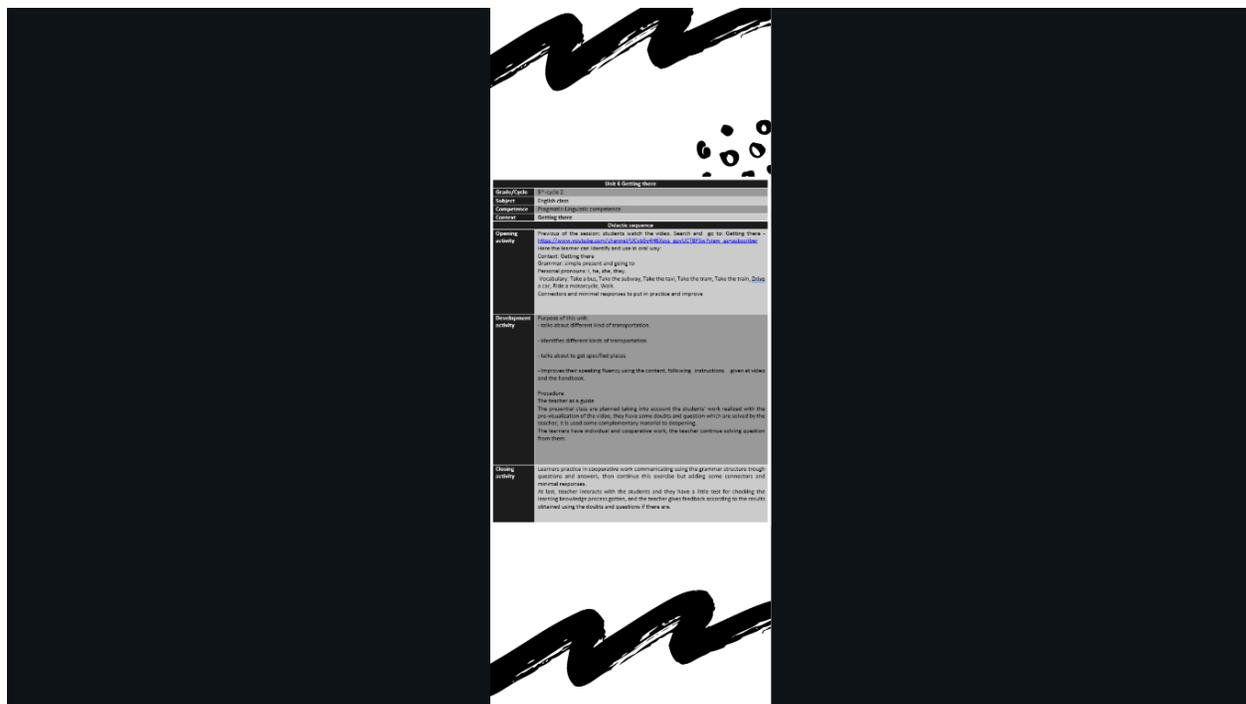
YouTube

VISIT ME AT QR CODE OR URL
<https://www.youtube.com/channel/UCCEy2Wt8kVWtp-ewtQ2wv-2u4u8d0c0e>

UNIT 6

GETTING THERE

Getting there: in this unit the learners located in the transportation context, it is about how get some places with the transportation help, this book have the vocabulary. The grammar part (going to and simple present), and some extra words that helps to the learners improve speaking skill.



According to *Diaz A. (2013)* This didactic sequence was elaborated to get a clear information in each unit, it is a guide to know the role of the students and teacher, also the procedures, thematics, the grammar, and the presentation of the topic. This didactic sequence helps to get clarification to the teachers who wants to put in to practice the handbook at their classes.

**BECOMING A YOUTUBER
AS A PEDAGOGICAL
PROPOSAL
IMPROVE SPEAKING
FLUENCY**



 **GETTING THERE-WORKSHEET**
Here you can find the information which it is going to be put in practice to develop the learner's speaking skill, such as objectives (for each video), vocabulary, grammar, and some extra vocabulary (minimal responses).

 **OBJECTIVES**
talks about different kind of transportation, identifies different kinds of transportation, talks about to get unspecified places, improves their speaking fluency using the context, following instructions given at video.

 **VOCABULARY**
Take a bus, Take the subway, Take the taxi, Take the tram, Take the train, Drive a car, Ride a motorcycle, Walk.

 **GRAMMAR**
How does he get to work? he takes a bus to work
How is she going to get the airport tomorrow? she's going to take the bus

 **EXTRA MINIMAL RESPONSES TO PRACTICE AT CLASS**
Agreeing with what was said: absolutely, yes, that's right
Indicating possible doubt: really? am you sure?
Agreeing to cooperate or not: of course; okay; sorry, I can't; I'm afraid not
Expressing an opinion: that's nice; how lucky!
That's too bad
Expressing interest, encouraging the speaker to continue: what happened next?, that's really interesting; what did you do?

CONNECTORS TO IMPROVE FLUENCY
And, also, but, then, next, so, first, then, also, finally

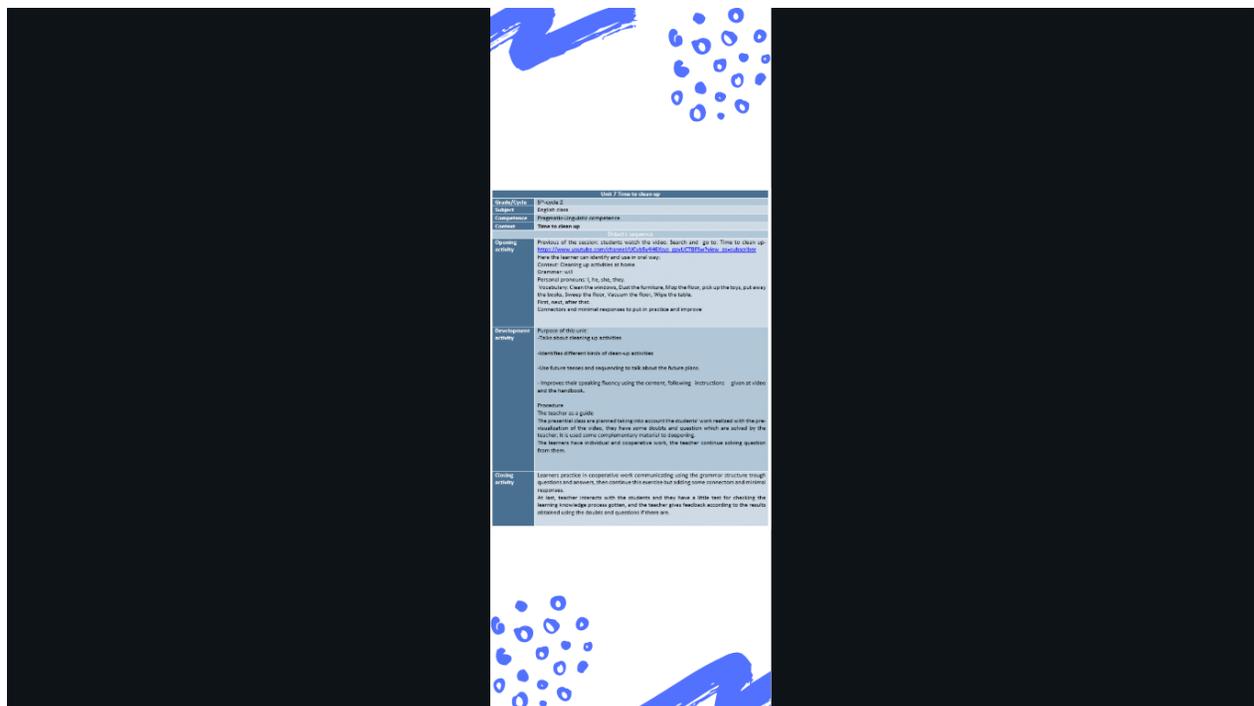
VISIT ME AT QR CODE OR URL
<https://www.youtube.com/channel/UC033y776t4Mf>
<http://www.english.com>

UNIT 7

TIME TO CLEAN UP

Time to clean up: in this unit the learners are focused in the cleaning context, it is about make different activities for cleaning home. this book have the vocabulary, the grammar part (going to and simple present), and some extra words that helps to the learners improve speaking skill.



According to *Diaz A. (2013)* This didactic sequence was elaborated to get a clear information in each unit, it is a guide to know the role of the students and teacher, also the procedures, thematics, the grammar, and the presentation of the topic. This didactic sequence helps to get clarification to the teachers who wants to put in to practice the handbook at their classes.

MATERIAL EVALUATION

Per Evaluation

First per-evaluator

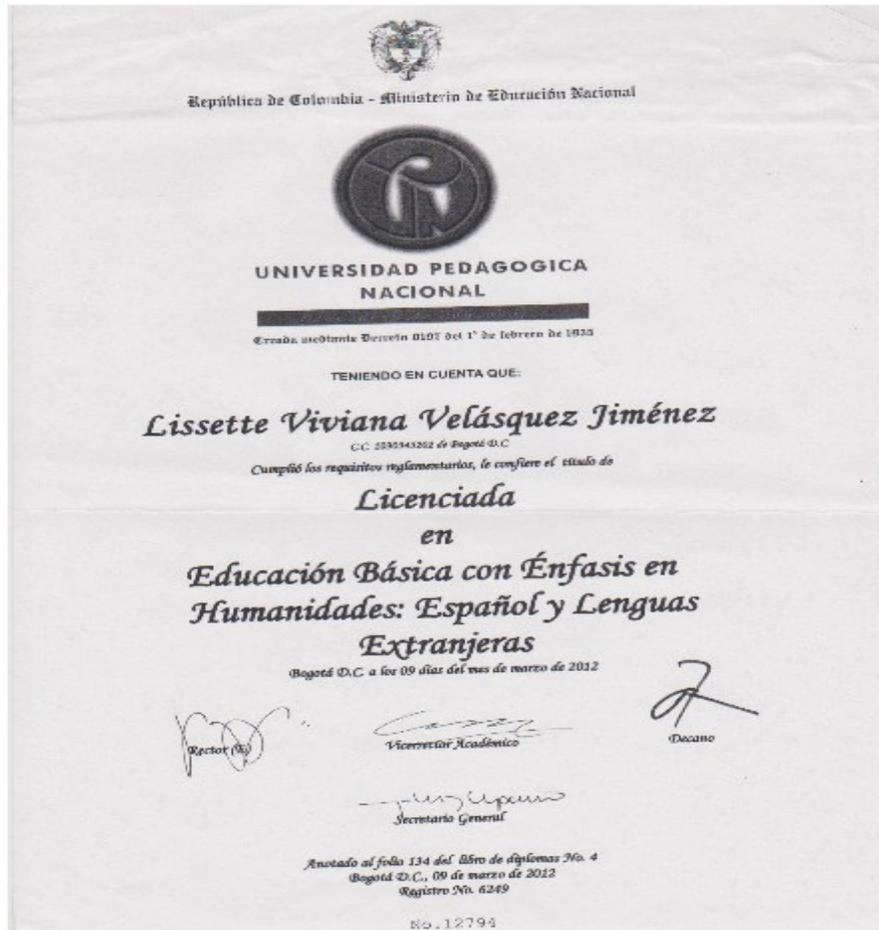
The videos become interesting, since it allows the student to make each of the aspects treated more experiential; It also has writing rules to make the child understand and acquire not only the ability to pronounce and practice, but also allows him to visualize the words for a better understanding. On the other hand, it is important to practice the questions and thus make it look more dynamic and appropriate for children.

Second per-evaluator

The videos are entertaining for children, catch their attention with the pictures and sequences. There is clarity in the video, the process is step by step according to the grammar. But in some cases, the voice tone is so slow, maybe because it is for better understanding, so it is important to talk a little fast. Now, there are some common words, they are repeated in some video's parts. But in conclusion the videos are appropriately to the children's population.

ACADEMIC PAIRS EVALUATION

Lissette Viviana Velásquez Jiménez



Annex 3: Evaluation rubric by academic pair Lisette Viviana Velasquez Jiménez:

RÚBRICA PARA LA EVALUACIÓN DE MATERIAL DIDÁCTICO

Evalúe de forma objetiva cada uno de los siguientes aspectos. Tenga en cuenta que 1 es la valoración mínima y 5 la máxima.

A continuación, se explican los descriptores para la interpretación del puntaje obtenido.

55 -60: Excelente

45 -54: Sobresaliente (es un material que debe ser ajustado en algunos aspectos). 30 - 44: Aceptable (es un material que requiere ajustes sustanciales).

Menos de treinta se considera un material que no cumple con los parámetros de calidad exigidos.

FUNDAMENTACIÓN PEDAGÓGICA	VALORACIÓN
El material evidencia un desarrollo acorde con posturas contemporáneas en cuanto a procesos de enseñanza y aprendizaje.	1 2 3 4 5
La secuencia didáctica es clara y coherente ya que se ofrecen actividades variadas y en orden de complejidad, se alternan la práctica libre con la controlada, el trabajo individual con el grupal, etc.	1 2 3 4 5
La estructuración de los diferentes elementos del material da cuenta de articulación y pertinencia curricular.	1 2 3 4 5
Las instrucciones son pertinentes puesto que se evidencia uso adecuado del lenguaje, claridad y concreción.	1 2 3 4 5
CONTENIDO	
Los contenidos están delimitados y se abordan en las diferentes actividades formativas, evaluativas y de refuerzo de forma coherente.	1 2 3 4 5
Los objetivos se encuentran articulados con las actividades y las competencias propuestas.	1 2 3 4 5
La información ofrecida es relevante y de interés para la formación de la población seleccionada.	1 2 3 4 5
La información abordada en el material se basa en situaciones de la vida real.	1 2 3 4 5
Las actividades ofrecidas posibilitan el desarrollo de procesos de pensamiento crítico.	1 2 3 4 5
	1 2 3 4 5
DISEÑO	
La articulación de diversos textos (icónicos, filmicos, gráficos, etc.) impacta favorablemente y genera interés	1 2 3 4 5

Annex 3: Evaluation rubric by academic pair Lizhet Rojas

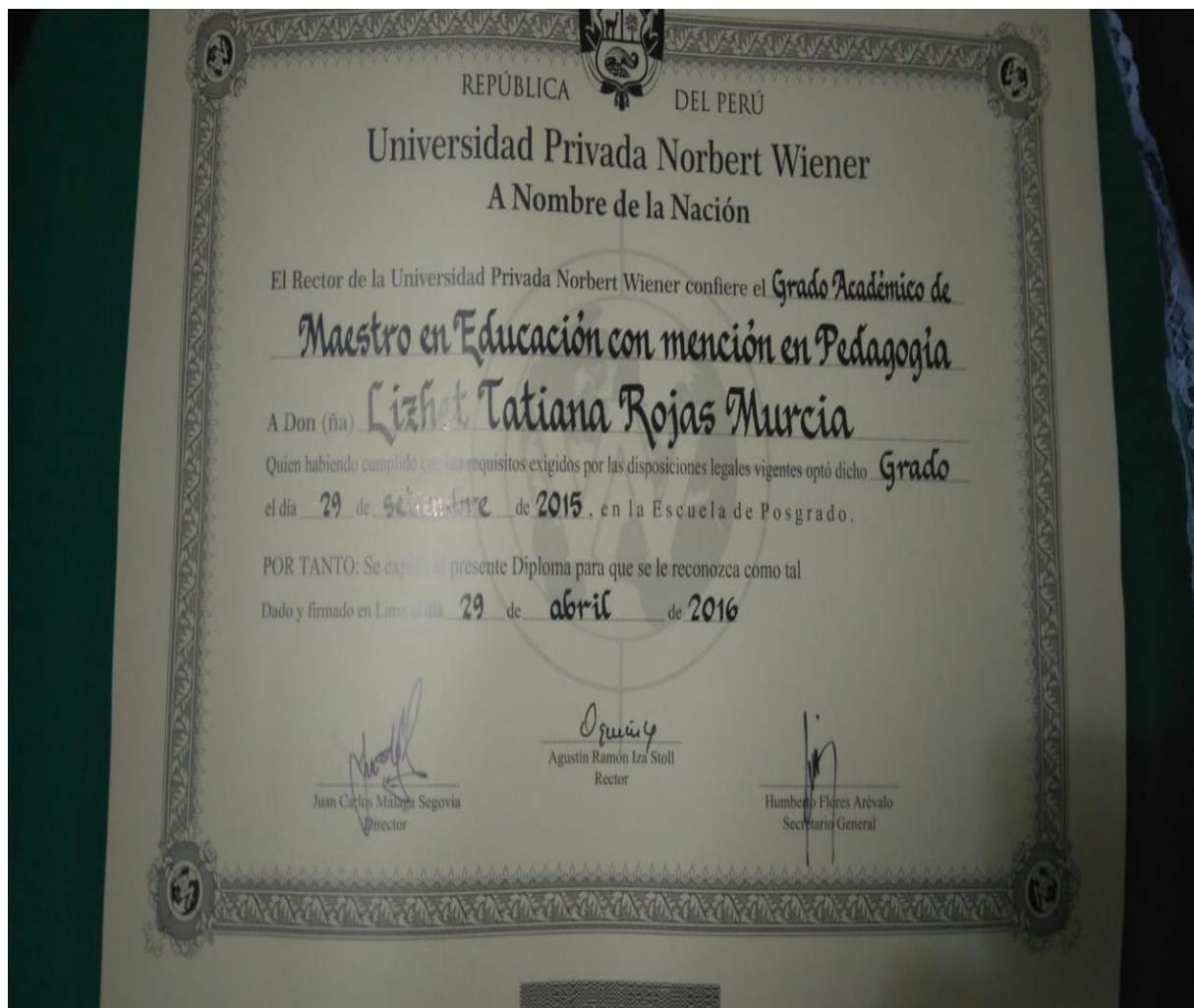
RÚBRICA PARA LA EVALUACIÓN DE MATERIAL DIDÁCTICO

Evalúe de forma objetiva cada uno de los siguientes aspectos. Tenga en cuenta que 1 es la valoración mínima y 5 la máxima.

A continuación, se explican los descriptores para la interpretación del puntaje obtenido.

55 -60: Excelente

45 -54: Sobresaliente (es un material que debe ser ajustado en algunos aspectos). 30 - 44: Aceptable (es un material que requiere ajustes sustanciales). Menos de treinta se considera un material que no cumple con los parámetros de calidad exigidos



FUNDAMENTACIÓN PEDAGÓGICA	VALORACIÓN
El material evidencia un desarrollo acorde con posturas contemporáneas en cuanto a procesos de enseñanza y aprendizaje.	5
La secuencia didáctica es clara y coherente ya que se ofrecen actividades variadas y en orden de complejidad, se alternan la práctica libre con la controlada, el trabajo individual con el grupal, etc.	4
La estructuración de los diferentes elementos del material da cuenta de articulación y pertinencia curricular.	5
Las instrucciones son pertinentes puesto que se evidencia uso adecuado del lenguaje, claridad y concreción.	5
CONTENIDO	4
Los contenidos están delimitados y se abordan en las diferentes actividades formativas, evaluativas y de refuerzo de forma coherente.	
Los objetivos se encuentran articulados con las actividades y las competencias propuestas.	5
La información ofrecida es relevante y de interés para la formación de la población seleccionada.	5
La información abordada en el material se basa en situaciones de la vida real.	4
Las actividades ofrecidas posibilitan el desarrollo de procesos de pensamiento crítico.	5
DISEÑO	5
La articulación de diversos textos (icónicos, filmicos, gráficos, etc.) impacta favorablemente y genera interés.	4

CONCLUSIONS AND RECOMMENTATIONS

The oral production is an important skill that learners must dominate for effectively communication. Some problems to develop this ability is the lack of vocabulary, grammar and pronunciation, also some fear to use the English language and the motivation, (it is proved in the diagnose which displays that the learners had poor knowledge to speak) . So, BECOMING A “YOU TUBER” AS PEDAGOGICAL PROPOSAL FOR IMPROVING THE ORAL FLUENCY IN ENGLISH LANGUAGE CLASSROOM helps students to accomplish and reach the speaking ability trough videos.

The outcome shows that the use of YouTube in ELT has the potential to minimize fears that the students have at the moment to speak in English, also the platform is beneficial to contextualize the learners trough the videos (it is useful screencast, Camtasia, power point, etc). The students are able to develop and improve the organization of ideas, implementation of new words, and of course the speaking fluency, Also, the project demonstrates that modelling strategies represent an effective method that could be used by any teacher. the engaging procedure with some media makes interest the learners in the learning process due to they love play with games (mentioned before).

Additionally, the videos are implemented with the methodology of “flipped classroom” so the students had a previous class at home watching the material; in this way the time class is for the deepening and production from the learners and interaction between teacher and them. In some cases, the learners have question after the class but they can find the videos to watch and solve their mistakes. As soon as the time is passing the learners are more confidence with the methodology to

express by themselves in oral way, also participates in the classes, these participations are active in class.

Last, an extra help to engage, motivate, and teach to learners is the use of some media (web games, quizziz, quizalize, kahoot, etc) it supplies vocabulary and grammar management that provides new knowledge to put into practice to improve the speaking fluency. It helps to be autonomous in learning process because they want to play and learn more with.

The use of YouTube was effective to increase the student's fluency in direct way because the work done allow received and comprehend the thematic putting in practice through videos, flipped classroom, LLVs, ICT, etc. Also, the students improve their knowledge with extra support offered by the teacher using the minimal responses and connectors to improve speaking skill (see handbook). The implementation of YouTube videos not only helps students to improve their speaking fluency, also acquire the English learning habit formation.

Moreover, they were identified some mistakes or improvements to do, first, maybe get better at the quality of the videos to be more striking, second, the pronunciation at the videos some times it is so slow to understand better, but it is better with the correct speech speed, third, it is really important get a second phase where the learners share their videos production taking into account the videos make by the teacher and evidence their fluency, fourth, provide places where the students practice the speaking performance. With that it will be more comfortable and suitable the learning and improvement process of the language for speaking production.

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ANNEXES

Annex 1: DIAGNOSIS TEST pantallazos de la cartilla, colocar quizziz y lo demas

BECOMING A "YOU TUBER" AS PEDAGOGICAL PROPOSAL FOR IMPROVING FLUENCY IN ENGLISH LANGUAGE CLASSROOM EXPLORING THE DIFFICULTY DIAGNOSIS TEST



Overall Objective: To identify the fluency difficulty when students share their ideas and opinions in communicative interactive situations

Writing strategy:

Generating ideas

Develop ideas

Draft ideas

Revising and editing ideas

1. Make a list of 10 ideas about you (could be adjectives describing yourself)

2. Write 10 ideas about yourself

What do you like to do in your free time?

Where do you live?

What's your favorite food?

Which is your favorite TV programme?

What kind of music do you like?

3. Fill the gaps with your personal information

ALL ABOUT ME

HI!

My name is _____. I come from _____. I live in _____. I am _____ years old. I live with my _____ and my _____. Her name is _____, she _____ years old and my father is _____. He _____ years old.

My favorite food is _____. I also like to eat _____ and _____, but I don't like _____ and I never eat _____.

My favorite TV show is _____. My idol is _____. My favorite colour is _____. My favorite toy is _____.

In my free time I usually _____ and _____. I really like to read _____, but I don't like _____. I like _____ soccer. And I don't _____ playing _____.

On weekends I also like _____ with my mother and my sister.

I am _____, _____, _____ and friendly person.

Speaking strategy:

- Fluency as the ability to converse with others
- Opportunity to talk about their writing
- Communicative efficiency
- Language input: give learners the material they need to begin producing language themselves.
- Structured output: focuses on correct form
- Communicative output: to complete a task, such as obtaining information, developing a travel plan, or creating a video.

1. Share with some classmates their writing profile using minimal responses.

Using minimal responses

Agreeing with what was said: absolutely; yes, that's right

Indicating possible doubt: really? are you sure?

Agreeing to cooperate or not: of course; okay; sorry, I can't; I'm afraid not

Expressing an opinion: that's nice; how lucky! that's too bad

Expressing interest, encouraging the speaker to continue: what happened next?; that's really interesting; what did you do?

2. Discuss the questions below with your partner using minimal responses.

INTRODUCTIONS

STUDENT "A"

1. What's your name?
2. How old are you?
3. What do you usually do in your free time?
4. What are you going to do tonight?
5. What your favourite subject?
6. What's your favorite food?



INTRODUCTIONS

STUDENT "B"

1. Where are you from?
2. What's your favourite hobby?
3. Where did you go on vacation last year?
4. Who do you live with?
5. What are your favourite places in Bogota?
6. How many people are there in your family?

Designed by: Leonardo López
 Tutor: Dany Latorre

Annex 2: Rubrics to evaluate the diagnosis

Standard	VIDEO Assessment criteria	Points
Time	✓ 2:00 minutes or more	/10
Introduction and closing	✓ Give personal information ✓ Farewell	/10
Effort	✓ Poor ✓ Fair ✓ Good ✓ Excellent	/10
Visually	✓ Striking ✓	/10
Fluency	✓ Speaks without hesitation ✓ Use daily words or phrases	/10
The grade is going to be with the punctuation 50 superior, 45 and 40 upper and 36 basic. Remember!!		ASSESSMENT MARKS
		Name:

Standard	SPEAKING FLUENCY Assessment criteria	Points
Vocabulary D.W. or D.P.	✓ Shows a good degree control of a range of simple and some complex grammatical forms. ✓ Uses a variety of vocabulary and expressions with familiar topics	/10
Introduction	✓ Give personal information ✓ Present what about the video is	/10
Pronunciation	✓ Intonation is appropriate. Sentence and word stress is accurately placed. ✓ Individual sounds are articulated clearly.	/10
Use of language Structures	✓ Use the grammatical structures worked ✓ Use appropriately the language	/10
Fluency DW and DP	✓ Speaks without hesitation ✓ The continuation of the speaking is with the DW and DP	/10
The grade is going to be with the punctuation 50 superior, 45 and 40 upper and 36 basic		ASSESSMENT MARKS
		Name:

Annex 3: speaking test-writing test

 Tomas Roa.ogg
 Nicolas Sandoval.ogg
 Ana Maria.ogg
 Melany Amaya.ogg
 Andres suarez.ogg
 Maria Fernanda Casallas.ogg
 Gabriel Valencia.ogg

Gabriel Valencia 5

BECOMING A "YOU TUBER" AS PEDAGOGICAL PROPOSAL FOR IMPROVING FLUENCY IN ENGLISH LANGUAGE CLASSROOM
EXPLORING THE DIFFICULTY
DIAGNOSIS TEST



Overall Objective: To identify the fluency difficulty when students share their ideas and opinions in communicative interactive situations

Writing strategy:

- ▣ Generating ideas
- ▣ Develop ideas
- ▣ Draft ideas
- ▣ Revising and editing ideas

1. Make a list of 10 ideas about you (could be adjectives describing yourself)

2. Write 10 ideas about yourself

What do you like to do in your free time? Play soccer

Where do you live? I live in Kennedy

What's your favorite food? My favorite food is spaghetti

Which is your favorite TV programme? Gravity falls

What kind of music do you like? I like reggaeton

3. Fill the gaps with your personal information

ALL ABOUT ME

Hi!

My name is Gabriel. I come from Colombia. I live in Kennedy. I am ten years old. I live with my mother and my father. Her name is Martha, she have 44 years old and my father is Andres. He have 38 years old.

My favorite food is Spaghetti. I also like to eat sachapapa and perico adente, but I don't like sopa and I never eat chick.

My favorite TV show is gravity falls. My idol is Obama. My favorite colour is green. My favorite toy is soccer ball.

In my free time I usually play football and run. I really like to read harry potter, but I don't like documental. I like see soccer soccer. And I don't take playing tehis.

On weekends I also like play soccer with my mother and my sister. I am funny, happy, crazy and friendly person.

Speaking strategy:

- > Fluency as the ability to converse with others
- > Opportunity to talk about their writing
- > Communicative efficiency
- > Language input: give learners the material they need to begin producing language themselves.
- > Structured output: focuses on correct form

1

> Communicative output: to complete a task, such as obtaining information, developing a travel plan, or creating a video.

1. Share with some classmates their writing profile using minimal responses.

Using minimal responses

Agreeing with what was said: absolutely: yes, that's right

Indicating possible doubt: really? are you sure?

Agreeing to cooperate or not: of course; okay; sorry, I can't

Expressing an opinion: that's nice; how?

BECOMING A "YOU TUBER" AS PEDAGOGICAL PROPOSAL FOR IMPROVING FLUENCY IN ENGLISH LANGUAGE CLASSROOM
 EXPLORING THE DIFFICULTY
 DIAGNOSIS TEST



Overall Objective: To identify the fluency difficulty when students share their ideas and opinions in communicative interactive situations

Writing strategy:

- ▣ Generating ideas
- ▣ Develop ideas
- ▣ Draft ideas

▣ Revising and editing ideas

1. Make a list of 10 ideas about you (could be adjectives describing yourself)
2. Write 10 ideas about yourself

What do you like to do in your free time?

Where do you live?

What's your favorite food?

Which is your favorite TV programme?

What kind of music do you like?

3. Fill the gaps with your personal information

ALL ABOUT ME

Hi!

My name is Ana Sofia. I come from Colombia. I live in Kennedy. I am 10 years old. I live with my Mother and my father. Her name is Juchelin, she is 39 years old and my father is William. He is 48 years old.

My favorite food is spaghetti. I also like to eat lasagna and pizza, but I don't like broccoli and I never eat beef.

My favorite TV show is Inquisit. My idol is me. My favorite colour is Purple. My favorite toy is benios.

In my free time I usually watch Netflix and play. I really like to read No, but I don't like play soccer. I like watch tv soccer. And I don't soccer playing like.

On weekends I also like play with my mother and my sister. I am beautiful, tall, happy and friendly person.

Speaking strategy:

- > Fluency as the ability to converse with others
- > Opportunity to talk about their writing
- > Communicative efficiency
- > Language input: give learners the material they need to begin producing language themselves.
- > Structured output: focuses on correct form

> Communicative output: to complete a task, such as obtaining information, developing a travel plan, or creating a video.

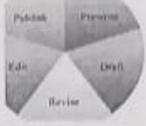
1. Share with some classmates their writing profile using minimal responses.
 Using minimal responses

Agreeing with what was said: absolutely; yes, that's right
 Indicating possible doubt: really? are you sure?
 Agreeing to cooperate or not: of course; okay; sorry, I can't; I'm afraid not

Expressing an opinion: that's nice; how lucky! that's too bad
 Expressing interest, encouraging the speaker: really interesting; what did...
 2. Discuss the...

Tomás Roa 5

BECOMING A "YOU TUBER" AS PEDAGOGICAL PROPOSAL FOR IMPROVING FLUENCY IN ENGLISH LANGUAGE CLASSROOM EXPLORING THE DIFFICULTY DIAGNOSIS TEST



Overall Objective: To identify the fluency difficulty when students share their ideas and opinions in communicative interactive situations

Writing strategy:

- ▣ Generating ideas
- ▣ Develop ideas
- ▣ Draft ideas
- ▣ Revising and editing ideas

1. Make a list of 10 ideas about you (could be adjectives describing yourself)
2. Write 10 ideas about yourself

What do you like to do in your free time? play tennis

Where do you live? Bogota

What's your favorite food? pulpo

Which is your favorite TV programme? la historia de un crimen colombiano

What kind of music do you like? marion 5

3. Fill the gaps with your personal information

ALL ABOUT ME

Hi!

My name is Tomás. I come from colombia I live in Bogota. I am 10 years old. I live with my father and my mom. Her name is Ximena, she is 34 years old and my father is oscar. He is 40 years old.

My favorite food is pulpo. I also like to eat carne and fish, but I don't like pepino and I never eat carvansio

My favorite TV show is once. My idol is marion 5. My favorite colour is green. My favorite toy is phone

In my free time I usually play tennis and taskwanda. I really like to read Kenyi 8 selen but I don't like el story dela. I like cosas mas comidas soccer. And I don't playing

On weekends I also like _____ with my mother and my sister.

I am _____ and friendly person.

Speaking strategy:

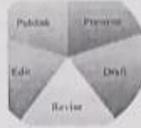
- > Fluency as the ability to converse with others
- > Opportunity to talk about their writing
- > Communicative efficiency
- > Language input: give learners the material they need to begin producing language themselves.
- > Structured output: focuses on correct form

> Communicative output: to complete a task, such as obtaining information, developing a text or creating a video.

1. Share with _____

Tomás Roa 5

BECOMING A "YOU TUBER" AS PEDAGOGICAL PROPOSAL FOR IMPROVING FLUENCY IN ENGLISH LANGUAGE CLASSROOM
EXPLORING THE DIFFICULTY
DIAGNOSIS TEST



Overall Objective: To identify the fluency difficulty when students share their ideas and opinions in communicative interactive situations

Writing strategy:

- ▣ Generating ideas
- ▣ Develop ideas
- ▣ Draft ideas
- ▣ Revising and editing ideas

1. Make a list of 10 ideas about you (could be adjectives describing yourself)
2. Write 10 ideas about yourself

What do you like to do in your free time? play tennis

Where do you live? Bogotá

What's your favorite food? pulpo

Which is your favorite TV programme? la historia de un crimen edmonares

What kind of music do you like? marion 5

3. Fill the gaps with your personal information

ALL ABOUT ME

Hi!

My name is Tomás. I come from colombia. I live in Bogotá. I am 10 years old. I live with my father and my man. Her name is Ximena, she is 34 years old and my father is oscar. He is 40 years old.

My favorite food is pulpo. I also like to eat carne and fish, but I don't like pepino and I never eat carvanso.

My favorite TV show is once. My idol is marion 5. My favorite colour is green. My favorite toy is phone.

In my free time I usually play tennis and taskwanda. I really like to read kenji 8 selen but I don't like el gran del. I like cosas más comida soccer. And I don't playing

On weekends I also like _____ with my mother and my sister.

I am _____ and friendly person.

Speaking strategy:

- Fluency as the ability to converse with others
- Opportunity to talk about their writing
- Communicative efficiency
- Language input: give learners the material they need to begin producing language themselves.
- Structured output: focuses on correct form

1.

- Communicative output: to complete a task, such as obtaining information, developing a travel plan, creating a video.
1. Share with...

5 Fiv Eva valeria Bravo B

BECOMING A "YOU TUBER" AS PEDAGOGICAL PROPOSAL FOR IMPROVING FLUENCY IN ENGLISH LANGUAGE CLASSROOM
EXPLORING THE DIFFICULTY
DIAGNOSIS TEST



Overall Objective: To identify the fluency difficulty when students share their ideas and opinions in communicative interactive situations

Writing strategy:

- Generating ideas
- Develop ideas
- Draft ideas
- Revising and editing ideas

1. Make a list of 10 ideas about you (could be adjectives describing yourself)
2. Write 10 ideas about yourself

What do you like to do in your free time? Play

Where do you live? Kennedy

What's your favorite food? hamburger

Which is your favorite TV programme?

What kind of music do you like? Regaton

3. Fill the gaps with your personal information

ALL ABOUT ME

Hi!

My name is Eva Valeria Bravo I come from Colombia. I live in Kennedy. I am 10 years old. I live with my MOM and my DAD. Her name is Paola, she is 33 years old and my father is Ramiro. He is 46 years old.

My favorite food is hamburger and I also like to eat hot dog and shirps, but I don't like higudo and I never eat broccoli.

My favorite TV show is Pa'quer. My idol is Sebastian Yatra. My favorite colour is Purple. My favorite toy is Bolt.

In my free time I usually play and Read. I really like to read Yes, but I don't like sleep. I like playing soccer. And I don't soccer playing

On weekends I also like _____ with my mother and my sister.

I am _____ and friendly person.

Speaking strategy:

- > Fluency as the ability to converse with others
- > Opportunity to talk about their writing
- > Communicative efficiency
- > Language input: give learners the material they need to begin producing language themselves.
- > Structured output: focuses on correct form

Maria Paula Imbachi Nina Guano

BECOMING A "YOU TUBER" AS PEDAGOGICAL PROPOSAL FOR IMPROVING FLUENCY IN ENGLISH LANGUAGE CLASSROOM
EXPLORING THE DIFFICULTY
DIAGNOSIS TEST



Overall Objective: To identify the fluency difficulty when students share their ideas and opinions in communicative interactive situations

Writing strategy:

- ▣ Generating ideas
- ▣ Develop ideas
- ▣ Draft ideas
- ▣ Revising and editing ideas

1. Make a list of 10 ideas about you (could be adjectives describing yourself)
2. Write 10 ideas about yourself

What do you like to do in your free time?

Where do you live?

What's your favorite food?

Which is your favorite TV programme?

What kind of music do you like?

3. Fill the gaps with your personal information

ALL ABOUT ME

Hi!

My name is Maria Paula. I come from Colombia. I live in Kennedy. I am 10 years old. I live with my Mother and my Father. Her name is M. Mercedes, she is 40 years old and my father is Elquin. He is 39 years old.

My favorite food is aguacate. I also like to eat hamburga and PIZZA, but I don't like brussels and I never eat brussels.

My favorite TV show is yo querré. My idol is Tobías Anza. My favorite colour is Pink. My favorite toy is carro.

In my free time I usually watch Netflix and Play. I really like to read no, but I don't like soccer player. I like watch netflix soccer. And I don't soccer playing soccer.

On weekends I also like Play with my mother and my sister.

I am Happy, beautiful, short and friendly person.

Speaking strategy:

- Fluency as the ability to converse with others
- Opportunity to talk about their writing
- Communicative efficiency
- Language input: give learners the material they need to begin producing language themselves.
- Structured output: focuses on correct form

Nicolás SANDOVAL MORALES

BECOMING A "YOU TUBER" AS PEDAGOGICAL PROPOSAL FOR IMPROVING FLUENCY IN ENGLISH LANGUAGE CLASSROOM
EXPLORING THE DIFFICULTY
DIAGNOSIS TEST



Overall Objective: To identify the fluency difficulty when students share their ideas and opinions in communicative interactive situations

Writing strategy:

- ▣ Generating ideas
- ▣ Develop ideas
- ▣ Draft ideas
- ▣ Revising and editing ideas

1. Make a list of 10 ideas about you (could be adjectives describing yourself)
2. Write 10 ideas about yourself

What do you like to do in your free time? I like play soccer

Where do you live? I live in tital

What's your favorite food? My favorite food is chicken

Which is your favorite TV programme? My favorite programme is Rick and morty

What kind of music do you like? I like pop

3. Fill the gaps with your personal information

ALL ABOUT ME

Hi!

My name is Nicolas. I come from is Colombia live in tital. I am 10 years old. I live with my Fatherly and my mother. Her name is daony, she have 40 years old and my father is daony. He am 40 years old.

My favorite food is chicken. I also like to eat chocolate and milk, but I don't like strawberry and I never eat beef.

My favorite TV show is Rick and morty. My idol is pele. My favorite colour is gray. My favorite toy is katwheels.

In my free time I usually play soccer and watch tv. I really like to read principito but I don't like capelvisia. I like play soccer. And I don't basketball playing baseball.

On weekends I also like play videogames with my mother and my sister.

I am happy, short, hair short and friendly person.

Speaking strategy:

- > Fluency as the ability to converse with others
- > Opportunity to talk about their writing
- > Communicative efficiency
- > Language input: give learners the material they need to begin producing language themselves
- > Structured output: focuses on correct form

Girald Montenegro Tomas

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2. Write 10 ideas about yourself

What do you like to do in your free time?

Where do you live?

What's your favorite food?

Which is your favorite TV programme?

What kind of music do you like?

Fill the gaps with your personal information

TALK ABOUT ME

Hi!

My name is _____, I come from _____, I live in _____, I am _____ years old. I live

with my _____ and my _____. Her name is _____, she _____ years old

and my father is _____. He _____ years old.

My favorite food is _____. I also like to eat _____ and _____, but I don't like _____

and I never eat _____.

My favorite TV show is _____. My idol is _____. My favorite colour is _____. My favorite

color is _____.

In my free time I usually _____ and _____. I really like to read _____, but I

don't like _____. I like _____ soccer. And I don't _____ playing _____.

_____.

On weekends I also like _____ with my mother and my sister.

_____ and friendly person.

Writing strategy:

Fluency as the ability to converse with others

Opportunity to talk about their writing

Communicative efficiency

Language input: give learners the material they need to begin producing language themselves.

Structured output: focuses on correct form

Maria Ortiz 5

NAMING A "YOU TUBER" AS PEDAGOGICAL PROPOSAL FOR IMPROVING FLUENCY IN
ENGLISH LANGUAGE CLASSROOM
EXPLORING THE DIFFICULTY
DIAGNOSIS TEST



Objective: To identify the fluency difficulty when students share their ideas and opinions in communicative interactive situations

strategy:

rating ideas

top ideas

ideas

editing and editing ideas

write a list of 10 ideas about you (could be adjectives describing yourself)

write 10 ideas about yourself

what do you like to do in your free time? play

where do you live? La Guajira

what is your favorite food? Pizza My favorite food is pizza

what is your favorite TV programme? My favorite programme is Pa'querete

what kind of music do you like? K-pop

fill in the gaps with your personal information

ABOUT ME

My name is Ana Maria Ortiz. I come from Colombia. I live in La Guajira. I am 16 years old.

My mother is Mom and my father is dad. Her name is Maria Ortiz, she is 42 years old.

My favorite food is pizza. I also like to eat hot dog and fruit, but I don't like chicken.

I never eat chicken.

My favorite TV show is El Nueve. My idol is Justin Bieber. My favorite colour is yellow. My favorite animal is ch: muela.

In my free time I usually house work and read. I really like to read yes please to go.

I like play soccer. And I don't like playing.

On weekends I also like play with my mother and my sister.

I am happy, sad, angry and friendly person.

Learning strategy:

Fluency as the ability to converse with others

Opportunity to talk about their writing

Communicative efficiency

Language input: give learners the material they need to begin producing language themselves

Structured output: focuses on correct form

Melanny Rocío Amaya Roc 5

BECOMING A "YOU TUBER" AS PEDAGOGICAL PROPOSAL FOR IMPROVING FLUENCY IN ENGLISH LANGUAGE CLASSROOM
(EXPLORING THE DIFFICULTY DIAGNOSIS TEST)



Overall Objective: To identify the fluency difficulty when students share their ideas and opinions in communicative interactive situations

Writing strategy:

- ▣ Generating ideas
- ▣ Develop ideas
- ▣ Draft ideas
- ▣ Revising and editing ideas

1. Make a list of 10 ideas about you (could be adjectives describing yourself)
2. Write 10 ideas about yourself

What do you like to do in your free time? I like dance

Where do you live? I live in

What's your favorite food? My favorite food is hot dog

Which is your favorite TV programme? My favorite programme is The man is german

What kind of music do you like? I like the pop

3. Fill the gaps with your personal information

ALL ABOUT ME

Hi!

My name is Melanny I come from Colombia I live in Batavia I am 11 years old I live with my mom and my dog Her name is Liz she is 30 years old and my father is He years old.

My favorite food is Hot dog I also like to eat pizza and fish but I don't like chicken and I never eat meat

My favorite TV show is Coco My idol is Ana Frank My favorite colour is blue My favorite toy is construx

In my free time I usually read and draw I really like to read La Colanta but I don't like to play I like play soccer And I don't play playing

On weekends I also like play with my mother and my sister I am intelligent Happy and friendly person

Speaking strategy

- > Fluency as the ability to converse with others
- > Opportunity to talk about their writing
- > Communicative efficiency
- > Language input: give learners the material they need to begin producing language themselves.
- > Structured output: focuses on correct form

Maria Fernanda Gonzalez S.

BECOMING A "YOU TUBER" AS PEDAGOGICAL PROPOSAL FOR IMPROVING FLUENCY IN ENGLISH LANGUAGE CLASSROOM
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DIAGNOSIS TEST



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Writing strategy:

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 - ▣ Develop ideas
 - ▣ Draft ideas
 - ▣ Revising and editing ideas
1. Make a list of 10 ideas about you (could be adjectives describing yourself)
 2. Write 10 ideas about yourself

What do you like to do in your free time? Draw

Where do you live? Perth

What's your favorite food? Pizza

Which is your favorite TV programme? Survivor

What kind of music do you like? Rock

3. Fill the gaps with your personal information

ALL ABOUT ME

Hi!

My name is Maria Fernanda. I come from Colombia. I live in Perth. I am eleven years old. I live with my mother and my father. Her name is Ana Maria, she is thirty-two years old and my father is Roberto. He is thirty-two years old.

My favorite food is pizza. I also like to eat salchipapa and hobby, but I don't like bread and I never eat codoncho.

My favorite TV show is Survivor. My idol is my father. My favorite colour is pink. My favorite toy is car.

In my free time I usually draw and practice sports. I really like to read comic books, but I don't like books. I like play soccer. And I don't like playing tennis.

On weekends I also like watch TV with my mother and my sister. I am very happy optimist and friendly person.

Speaking strategy:

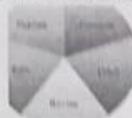
- > Fluency as the ability to converse with others
- > Opportunity to talk about their writing
- > Communicative efficiency
- > Language input: give learners the material they need to begin producing language themselves
- > Structured output: focuses on correct form

> Communicative output: to complete a task, such as obtaining information, developing a travel plan, or creating a video.

1. Share with some classmates their writing profile using minimal responses.
Using minimal responses

Maria Fernanda Gonzalez S.

BECOMING A "YOU TUBER" AS PEDAGOGICAL PROPOSAL FOR IMPROVING FLUENCY IN ENGLISH LANGUAGE CLASSROOM
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Overall Objective: To identify the fluency difficulty when students share their ideas and opinions in communicative interactive situations

Writing strategy:

▣ Generating ideas

▣ Develop ideas

▣ Draft ideas

▣ Revising and editing ideas

1. Make a list of 10 ideas about you (could be adjectives describing yourself)

2. Write 10 ideas about yourself

What do you like to do in your free time? Draw

Where do you live? Perth

What's your favorite food? Pizza

Which is your favorite TV programme? News

What kind of music do you like? Rock

3. Fill the gaps with your personal information

ALL ABOUT ME

Hi!

My name is Maria Fernanda. I come from Colombia. I live in Perth. I am eleven years old. I live with my mother and my father. Her name is Ana Maria, she is forty-two years old and my father is Roberto. He is forty years old.

My favorite food is pizza. I also like to eat salchipapa and hobby, but I don't like bread and I never eat codoncho.

My favorite TV show is News. My idol is my father. My favorite colour is pink. My favorite toy is car.

In my free time I usually draw and practice sports. I really like to read comic books, but I don't like books. I like play soccer. And I don't like playing tennis.

On weekends I also like watch TV with my mother and my sister.

I am very, happy, optimist and friendly person.

Speaking strategy:

> Fluency as the ability to converse with others

> Opportunity to talk about their writing

> Communicative efficiency

> Language input: give learners the material they need to begin producing language themselves

> Structured output: focuses on correct form

1

> Communicative output: to complete a task, such as obtaining information, developing a travel plan, or creating a video.

1. Share with some classmates their writing profile using minimal responses.
Using minimal responses

Andrés Suárez 5

BECOMING A "YOU TUBER" AS PEDAGOGICAL PROPOSAL FOR IMPROVING FLUENCY IN ENGLISH LANGUAGE CLASSROOM
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DIAGNOSIS TEST



Overall Objective: To identify the fluency difficulty when students share their ideas and opinions in communicative interactive situations

Writing strategy:

☑ Generating ideas

☑ Develop ideas

☑ Draft ideas

☑ Revising and editing ideas

1. Make a list of 10 ideas about you (could be adjectives describing yourself)

2. Write 10 ideas about yourself

What do you like to do in your free time? play videogames

Where do you live? Bogotá-Finiza

What's your favorite food? PIZZA

Which is your favorite TV programme? the incredible world of the gumball

What kind of music do you like? rock-queen

3. Fill the gaps with your personal information

ALL ABOUT ME

Hi!

My name is Andrés Suárez. I come from Colombia. I live in Kennedy. I am ten years old. I live with my father and my mother. Her name is Diana, she is 32 years old and my father is Nixon. He is 34 years old.

My favorite food is PIZZA. I also like to eat hamburger and spaghetti, but I don't like onion and I never eat crisps.

My favorite TV show is Gumball. My idol is Stephen Hawking. My favorite colour is Green. My favorite toy is lego.

In my free time I usually play videogames and play basketball. I really like to read Harry Potter but I don't like history documental. I like videogame soccer. And I don't tennis playing ping pong.

On weekends I also like go to the cinema with my mother and my sister.

I am funny, intelligent, happy and friendly person.

Speaking strategy:

➤ Fluency as the ability to converse with others

➤ Opportunity to talk about their writing

➤ Communicative efficiency

➤ Language input: give learners the material they need to begin producing language themselves.

➤ Structured output: focuses on correct form

1

➤ Communicative output: to complete a task, such as obtaining information, developing a travel plan, or creating a video.

1. Share with some classmates their writing profile using minimal responses.

Using minimal responses

Agreeing with what was said: absolutely; yes, that's right

Indicating possible doubt: really? are you sure?

Agreeing to cooperate or not: of course; okay; sorry, I can't; I'm afraid not

Expressing an opinion: that's nice; how lucky! that's too bad

Expressing interest: encouraging