

Cooperative Learning-based strategies to foster speaking confidence through the participation
in an online radio show

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This research report is the result of my own work and includes nothing that was done in collaboration with others.

Nubia Consuelo Lemos Tello

(Signature)

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ABSTRACT

This action research project was conducted to foster speaking confidence through the participation of 8th graders from la Chucua School in cooperative learning-based strategies by means of the creation of an online radio show. The project theoretical support regards **speaking confidence**, based on the foundation of anxiety in language learning, **the use of radio in schools** for academic purposes and to improve the relationships that sometimes impede students to participate in oral activities because of their peers' reactions. The project also relates to the **stages and elements of radio**, and various **cooperative learning strategies**. Data collection instruments included a student survey, teacher's journals and students' artifacts, which were composed of the audio recordings of the radio show. A combination of Inductive Analysis, Grounded Theory and Trend Analysis was considered as the most appropriate research design analysis tools to conduct the data analysis. Results indicate that the research process was a positive experience to prompt students' speaking confidence through the use of technology, evidenced in the participation in each stage of the creation of a radio show, including planning, recording, editing and listening to their final product on the web, as well as an opportunity to support and improve the teacher's performance, becoming a facilitator for the students, in terms of giving a guidance that allowed them to make decisions, instead of imposing them. Students were encouraged to use technological tools like Audacity™, Winamp™ and ShoutCast™ as valuable academic resources for the production of a radio show. The implementation of these tools enabled the teacher to get in touch with new learning devices and strategies to foster learners' confidence.

Key Words: *Speaking, confidence, online, radio, show, Cooperative Learning, technology,*

RESUMEN

Este proyecto de investigación-acción se desarrolló para fomentar la confianza en la producción oral a través de la participación de estudiantes de grado octavo del IED La Chucua basada en estrategias de aprendizaje cooperativo a través de la creación de un programa de radio en internet. El marco teórico del proyecto incluye el concepto de **confianza en la producción oral**, fundamentado en el principio de ansiedad en el aprendizaje de la lengua, **el uso de la radio en instituciones educativas** con propósitos académicos y convivenciales, **las etapas y los elementos de la radio** y estrategias de **aprendizaje cooperativo**. Los instrumentos de recolección de datos incluyeron el uso de una encuesta para estudiantes, diarios del docente y producciones de los estudiantes, las cuales incluyen las grabaciones del show. Para el análisis de datos, se realizó una combinación entre Análisis Inductivo, Teoría Fundamentada y Análisis de Tendencia. Los resultados indicaron que la investigación fue una experiencia positiva para estimular la confianza de los estudiantes en su producción oral a través del uso de la tecnología, evidenciada en la participación durante cada etapa de la creación de un programa de radio, incluyendo las fases de planeación, grabación, edición y la escucha del producto final en la red. Fue también una oportunidad para apoyar y fortalecer el trabajo del docente, modificando su rol, de transmisor de conocimiento a uno de facilitador, al darles orientación a los estudiantes para tomar decisiones sin necesidad de imponerlas. Los estudiantes utilizaron herramientas tecnológicas como AudacityTM, WinampTM y ShoutCastTM como recursos académicos útiles para la producción de un programa de radio. La implementación de estas herramientas permitió al docente implementar el uso de nuevos dispositivos y estrategias de aprendizaje para promover la confianza en los estudiantes.

Palabras clave: *Producción oral, confianza, en línea, radio, programa, Aprendizaje Cooperativo, tecnología.*

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CHAPTER 1: Introduction

Statement of the problem

This action research study addressed to get speaking confidence through the production and participation in an online radio show. Based on former needs analysis developed with the target group, I discovered that students were not motivated to speak English. I also found out that they were anxious when they were required to speak in the target language during the class sessions. I also noticed they were constant users of digital technologies, like mp3 and mp4 players. The aforementioned reasons indicated I had good reasons to initiate this study.

The target group is formed by twelve eighth graders that study at La Chucua School, a state school located in the South-East of Bogotá. This project is relevant to the English secondary schools educational community as it is an evidence of the reflective process that the teacher-researcher encompassed while designing an instructional strategy to deal with oral production problems in the classes. The study began with the identification of the reasons that motivate students to avoid participating in oral activities, and evolved to the design of an action plan that helped students to overcome this difficulty. Furthermore, the study is itself an opportunity for other teachers (in and outside the school) to reconsider and reflect about their methodologies and see how the use of information and communication technologies (ICTs) can support their practices aiming at the enrichment of their learners processes in personal and academic domains.

These group difficulties were confirmed in their daily work all through the academic year when they were required to describe situations, to ask and answer questions and use the classroom language taught in former years. I discovered a strong need to encounter

meaningful activities that motivated students to assume a more active role in the classroom by making decisions and changing certain attitudes that have been a motivational constraint to improve their own oral production. According to Jenkins, et al, cited by Gillies (2007), designing and implementing cooperative learning-based activities benefit students because they—with the support of the teacher—can improve their self-esteem, a safe learning environment, and accordingly, the motivation to succeed in the classroom activities and to get better outcomes (Gillies, 2007, p. 1).

Research Question

The close observation of the situation in the target research group and the identification of the weaknesses and performance levels, as well as a possible improvement plan, have allowed me to consider the following question:

To what extent can cooperative learning-based strategies—participating in an online radio show—foster speaking confidence in 8th graders from La Chucua School?

Research Objectives

After identifying the action research question, it was necessary to establish the general objective:

- *To determine the effect of the interpersonal and small-group skills strategy in the enhancement of English speaking confidence in a group of eighth graders through an online radio show.*

In order to achieve this objective, some specific objectives were set up:

- *To identify the reasons why students do not feel confident when speaking in the target language.*
- *To create a strategy derived from interpersonal and small-group cooperative learning principles through team and individual decision-making interventions.*
- *To use students knowledge about radio language to develop English speaking confidence.*

Rationale

One of the areas identified as most problematic in the target group is the one regarding SPEAKING. The observation of the different class lessons evidences that students do not like participating in speaking activities or paying attention when the teacher speaks in English. Likewise, some students demand to be allowed to speak in the native language, because—according to their opinion—they do not understand the messages derived from those conversations. As a result, the students' oral production is not meaningful and is very short. I have discovered that forcing students to speak in English has not given any positive results; most of them have assumed a reluctant attitude, expressing that they do not *know how* to do it, or stating that they are going to do inappropriately (*"I am going to do it wrong, teacher"*). These situations have suggested me the students' lack confidence, and this fact has not permitted them to develop their speaking skills.

A special aspect that I have noticed in these students is that they like using their mp4 players all the time. They love music, but also they love listening to some radio stations like "La Mega", or "Radio Activa" (Colombian radio stations), not only because of the music, but also because of the topics and chat sessions developed during the shows. It is common

looking at the learners reproducing the comments that the radio shows' presenters make. They seem to have borrowed the expressions, jokes, comments and have incorporated them in their daily jargon. This observation was useful to develop an action plan that started encouraging them to decide about a topic of their interest and develop activities that invited them to work on the matter they need to deal with (gaining speaking confidence). These students have previous training in radio show production for school environments. Additionally, there are free resources in the Internet that encourage the creation of own radio stations, from shows to entire radio station productions. This brief contextualization suggests the usefulness to take advantage of these resources in order to focus on speaking problems.

In the following chapters, the reader will find other related aspects regarding the study: Chapter Two presents the theoretical framework of the project, which includes relevant theories about confidence in speaking, elements of radio language, radio show production, and principles of cooperative learning theories. Chapter Three contains a description of the Research Design. Chapter 4 displays the Pedagogical Intervention detailing how the activities were developed and how the data was collected. Chapter Five shows the analysis of the data collected and the study findings. Chapter Six presents the Conclusions, Pedagogical Implications and Further Research. Bibliography and Appendixes are included at the end of the document.

CHAPTER 2: Theoretical Framework

Based on the conscientious observation through years of teaching and on a reflective analysis upon my personal experience as a language learner and user, three areas have been identified to initiate an action research like the one proposed in this study. First of all, it was necessary to identify the possible reasons that produce the lack of confidence in students when speaking. Secondly, it was pertinent to understand and evaluate the importance that radio has acquired in the schools, especially about its influence on educational matters in a community of users who attempt to establish a good socialization environment, and find manners to sort academic problems out through discussion, sharing and reflection with a target audience. Finally, it was necessary to identify the key elements regarding the cooperative learning instructional strategy that guided the study.

All of above is going to be analyzed based on the following authors: **Douglas Brown (2007)**, **Frida Díaz-Barriga and Gerardo Hernández (2007)**, **Educational Broadcasting Corporation (2004)**, **Robyn Gillies (2007)**, **Rebecca Hughes (2002)**, **Alma Montoya and Lucelly Villa (2006)**, **Rebecca Oxford (1990 – 2002)**, **Youth Radio (2008)** and **Miguel de Zubiría (2005)**

Furthermore, some previous studies in the fields that strengthen this action research project were analyzed: **William Urrutia and Esperanza Vega (2010)**, **Claudia Yanive Prieto (2007)**, **Diana Cárdenas and María Deisy Robayo (2001)**, **Yen-Li Chou (2004)**, and **Montha Songsiri (2007)**

Confidence in Speaking

In the case of La Chucua school—, the amount of students in each class group (about 40) does not permit teachers to closely monitor all of their performances

On the other hand, it has been established that one of the factors which influences the lack of confidence in 8th graders is the one regarding anxiety. Brown (2007) stated that anxiety—being a result of self-esteem, self-efficacy, inhibition and risk—becomes the biggest affective factor in language acquisition (Brown, 2007, p.161). For Spielberger (1983) and Scovel (1978, cited by Brown, 2007, p. 161), it is a subjective feeling of tension, apprehension, nervousness and worry, in concordance with frustration, self-doubt, and apprehension. These conditions were identified by Urrutia and Vega (2010) in their action research study developed in a public school in Bogotá. In their previous findings (before the implementation), the participants pointed out that speaking was the most difficult skill to develop due to shyness, fear of humiliation and lack of vocabulary to put in practice. (Urrutia & Vega, 2010,p. 20). These insights have been observed in the 8th graders from la Chucua School.

In order to understand what happened with the students when they had to face on oral activities, it is necessary to approach to the types of anxiety. Horwitz (2001) and Oxford (1999) have helped Brown to identify two types of anxiety, depending on the level or the situation: **trait anxiety**, defined as the most common tendency to be anxious, and in a situational level, the **state anxiety**, which means an anxiety produced because of a specific event or situation. Considering this typology of anxiety, it is important for the teacher to survey the reasons, draw conclusions about the kind of anxiety his/her students have, in order to design an action plan and apply certain strategies that permit students to use such anxiety levels as challenging opportunities to expand their learning. Brown has categorized three components of foreign languages anxiety as follows:

- (1) *Communication apprehension, arising from learners' inability to adequate express mature thoughts and ideas*

(2) *Fear of negative social evaluation, arising from a learner's need to make a positive social impression on others*

(3) *Test anxiety, or apprehension over academic evaluation*" (Horwitz, 2001 and Oxford, 1999, as cited by Brown, 2007, p. 162).

The first level refers to the individual level of anxiety in real or anticipated communication. The second one relates to others' opinions, product of unfavorable impressions, which result shows the learners' avoidance to situations in which they are observed and the underestimation feelings in regards to their performance, evaluated by others. The third level refers to the anguish feelings a person has before, during or after an exam with a sense of "blinking out". The former assumptions suggest that anxiety appears when learners experience apprehension in a situation that requires the use of the target language and they do not feel skillful enough to perform themselves as confident speakers. Consequently, the correlation between anxiety and performance arises. The observations of the sessions with the target group evidenced that they tended to experience a trait anxiety because—as I formerly mentioned—students have created a feeling of not being able to speak appropriately in the target language.

Oxford (2002) quoted that language anxiety occurs when learners must perform in the target language and they assume that the teacher expects the best. Additionally, this phenomenon happens due to several factors that influence language learning, especially the setting; this setting can be seen as informal (language on the streets), or formal (academic). Without the appropriate management, anxiety would be a real problem for the student. In addition, Oxford proposed two effects that anxiety might produce in the learning process: **Harmful anxiety**, related to the negative form that the learners react to the situation, decreasing their participation and arousing their performance; and contrastively, **helpful**

anxiety, that refers to the fact of having control to assist the learning process. This anxiety works as an “alert” sign which challenges learners to work on fostering their competences (Oxford, 2002, p. 59). It is important to take into account that, according to the author, unsuccessful language learners usually present lower self-esteem which does not permit to have control of their skills and performance.

Krashen (1987) established that the best outcome occurs when there is an environment that allows the learner to forget about anxiety when the affective filter is low, as cited by Brown (2007). Consequently, the learners feel comfortable and receptive when receive the input in the learning environment. On the contrary, a stressful environment provokes in learners a feeling of being forced to produce before they are ready to do the task, blocking the processing of input. Some research studies in this topic (Hughes, 2002, Songsiri, 2007, Chou: 2004) have demonstrated that promoting speaking in the classroom implies for teachers the establishment of a confident setting. An example of this was demonstrated by Chou (2004) in a research study about promoting speaking skills for Asian communities where learners did not feel confident for giving opinions because of religious restrictions. In this study, five phases were designed:

- (a) A diagnosis of learners’ level of strategy use.
- (b) An identification of knowledge about socio-affective strategies.
- (c) An implementation of collaborative learning technique (Chamot, 1999, as cited by Chou).
- (d) An exercise of self evaluation about the relevance of those strategies; and
- (e) A students’ outcome, related to the fact that they become autonomous and confident learners.

The outcome of the project pointed out the importance of incorporating socioaffective strategies into the classroom in such way that students recognize them and take advantage of them in their daily life. In this way, they become less dependent on the teacher. Likewise, the cooperative works that Chou (2004) set up (in the stage called by her “*Hands-on practice*”) suggest us that it is possible to set an environment to foster speaking confidence, through collaborative or cooperative work.

Going back to Urrutia’s and Vega’s study (2010), students expressed that their favorite strategies to develop the English class were games and any type of activity that let them think that they were not in the classroom and English was not seen as a class or subject (Urrutia & Vega, 2010, 20). After annotating and scrutinizing the gathered data, these authors categorize two perspectives: Students’ perspective and teachers’ perspective. Students’ perspectives included fourteen items that argue the relevance of games to improve oral skills; the games have supported the participants to overcome shyness, and the improvement of self-confidence to express themselves (Urrutia & Vega, 2010, 23). These insights demonstrated the importance of creating a “safe” environment to learn.

Hughes (2002) also suggested the importance of environment for acquiring confidence in speaking. She concluded that the main disciplines which can help foster this confidence are pragmatics, socio-linguistics and ethno-linguistics. According to her, these areas share the significance of the relationship between language and social interaction. Likewise, she presented a set of materials that can help teachers provide students elements to activate their speaking, such as particular expressions in conversations and their purposes (Hughes, 2002, p. 50).

A traditional way used to promote interaction in second or foreign language learning is the implementation of role-play and drama activities. Cárdenas and Robayo (2001) built up a

research study for 3rd graders in a public school in Bogotá. Their concern used to be the same of mine: Lack of oral production in the sessions. After analyzing the collected data, these teachers concluded that the role plays and drama activities were feasible strategies to develop speaking in appealing and meaningful ways because they permit students to use the language in real live situations. Students' participation was massive and their interest both, in their performances and in their classmates' improved. At the same time, students were able to internalize and use expressions learned in class in informal contexts. An aspect that the teacher-researchers recommended for further research regarded the importance of complementing the strategy with realia, in order to create an appropriate environment that allows students to participate and produce naturally (Cárdenas & Robayo, 2001, 13). In the case of the present action research study, realia includes elements to set up radio shows: recording devices, players, editing software and the platform to upload the show. Additionally, the recording sessions in the school radio station room gave students the sense that their roles are radio broadcasters.

Songsiri (2007) also researched about fostering speaking confidence in the Mongkut's Institute of Technology North Bangkok, with Thai Engineering students. Her research was conducted in two cycles: in the first one, learner-center techniques were applied as strategies to motivate students to speak. The activities included "My favourite song" and "Coffee Break", among others. According to Songsiri, learner-center education demands from students the development of negotiation leadership, but it does not mean that they work without the teacher's assistance. The teacher's role is determined as facilitator, a participant in the negotiation process, and she cited Richard-Amato (2003) to support this principle under participatory language teaching, defined as strategies that the teacher apply to perform different roles to meet student needs (Richard-Amato, 2003, as cited by Songsiri, 2007, p. 16). The connection done between Songsiri's study (2007) and mine is that the role of the teacher

is significant since negotiation was one of the factors that facilitated the environment that would promote speaking confidence. Through the negotiation, the students decided upon aspects that they found relevant to have a better performance in the different shows.

Taking into account that the aforementioned authors stated the importance of nurturing an appropriate learning environment to reduce the anxiety in students, my objectives with the present study pointed out to set up an instructional strategy that permitted 8th graders to foster their confidence in speaking. Based on the fact that—they have chosen “Radio Show”¹ as the topic for their English class project—this strategy became the pathway to reach my study objectives.

School Radio

Based on the experience in several public schools in Bogotá led by Montoya and Villa, and their team work (2006), and later by the “Subsecretaría de Calidad y Pertinencia: Dirección de Ciencia, Tecnología y Medios Educativos” in the Secretaría de Educación of Bogotá, it has been demonstrated that when students speak without being observed, (with the use of the microphone to express themselves), their fears diminish and they recognize that they can produce commercial-like shows. Furthermore, they are capable to produce meaningful products, taking into account that they know the context of their audience, their needs and problems (Montoya & Villa, 2006, p. 13)

“Children Radio” (n.d.), an English company which promotes the use of radio in schools, has identified additional advantages to incorporate this media tool in education:

- (1) To foster listening and speaking.

¹ “Radio Show” is the name of the project. At the beginning of the school academic year (2009), I gave them several topics to work in English class. They decided the one related to radio.

- (2) To include use of language, music, and drama.
- (3) To promote content based learning (e.g. To learn how to produce a radio show).
- (4) To contextualize the community.
- (5) To promote participation of diversity (e.g. people with Down syndrome).
- (6) To integrate different subjects or disciplines.

Being aware of the importance to use radio at school implies thinking of two aspects to achieve the purpose of this action research study:

Radio Language

For Montoya and Villa (2006), school radio is not only the studio and the microphone; radio broadcasting is the dynamics between words, imagination, creation, music, and sound effects. These elements permit users to narrate stories, tell about real life and experiences. In other words, the radio becomes a valuable way of expression and collaboration. For these authors, the resources are the easiest aspects to take into consideration. The aspects necessary and relevant to work on are exercise and practice. According to these authors, radio language refers to the way of codifying a message. It makes reference to the ways in which people give sense to messages through technical tools. Thus, the broadcasters reach the target audience and at the same time, the audience feels identified with the audio product (Montoya & Villa, 2006, p. 33).

Montoya and Villa (2006) as part of the team that has led the incorporation of radio in public schools in Bogotá have determined the following elements of radio language:

- (1) Music
- (2) Words

(3) Silences (blanks)

(4) Sound effects

Radio Production

According to Montoya and Villa (2006), the production of a radio show starts with the moment when an original, creative, smart and sense idea comes out. This idea must be recreated with language elements in order to achieve the expected reply by the audience (Montoya & Villa, 2006, p. 90).

“Youth Radio” (2008), another foundation interested in promoting the radio in young people presented the stages to produce a radio show:

- (1) Pre-production stage: The team shares ideas and decide on them, planning projects, looking and setting up the tools, and practices skills that are needed to carry out their radio show. This phase often involves making a list of the characters they want to interview, the scenes they want to present, and the sound effects and music necessary to support the stories.
- (2) Production Stage: Students do the show according to the plan made in the previous stage. They use recording devices to take key scenes and look for material they need. The goal is to record scenes where something meaningful occurs in the community. Another task is to look for music, and sound effects that they consider relevant to include.
- (3) Post-Production Stage: All of these materials are organized into an outline. The teams review all of the elements they have collected and select the pieces they decided to use in their stories. Once students have chosen their best clips, scenes, and sounds, they edit them in an order that makes sense logically.

- (4) Distribution: It refers to the decision about the most accurate strategy to stories; it means how to give to know to the audience. Additionally, teachers must prepare them for the different audience response possibilities of (positive or negative). For this action research study, the first tool for distributing students' productions was the online broadcasting platform "Shoutcast^{TM2}". The physical radio station was an alternative possibility in the project.

Internet Radio or webcasting

Kozamernik and Mullane (2009) have stated that radio programs are not only available from terrestrial networks, but also by other means, like satellite, cable or mobile phones. The growth of the internet has affected mass media, and these changes in radio technologies have had an unexpected impact because radio has become not only just radio, but also "associated metadata, synchronized slideshows and even short video clips" (Kozamernik & Mullane, 2009). Consequently, radio is not longer a linear broadcasting. Audio files are available from backup and stored locally in the same web page for future use. Since this action research project is focused on fostering speaking confidence, I can establish that the recording and storage of audio files permitted students to have a look at their performance and constantly evaluate it.

Some advantages that Kozamernik and Mullane (2009) have found of Internet Radio over the traditional way of mass media are:

- (1) Internet radio is a relatively new way to experience listening to music and shows via computer. Consumers (or final users) have a more active role because they are able to

² ShoutCastTM is defined by Wikipedia as a "cross-platform software for streaming media over the Internet. SHOUTcast Radio is a related web site which provides a directory of SHOUTcast servers". (Wikipedia, Retrieved May 12)

search and select the content that they prefer; between what is currently being broadcasted and what is archived.

(2) Internet Radio expands the selection of service providers. It means that for those who are interested in broadcasting there a lot of free and low-cost hosting services.

(3) In addition to the former idea, one can see an outstanding increase of Internet radio stations, and consequently, there has been a wide array of possibilities to find different genres, styles and content. Additionally, there are not barriers to public transmission. As a result, everybody, every community is potentially able to become a global player and create a radio station.

These insights strengthened the possibility to get speaking confidence by means of online radio since the students would find a meaningful and appealing way to be listened to and to express their feelings and thoughts using the target language. With Internet radio, almost everything might be broadcasted.

In the same way, Compaine and Smith (2001) conducted a research that allowed them suggest that Internet radio has contribute to accept the diversity, measuring the level of variety being created by Internet radio broadcasters. This variety is explained in terms of program formats, correspondent with the variety of audiences. The study demonstrated that audiences have access to different formats, channels, languages, and content basically because of the low costs and because the Internet radio broadcasters have added new options that has been permitted the expansion of the radio industry, but also an opportunity for those who want to express themselves. This concept regarding the enhancement of diversity was helpful in this action research, especially for those students who think that what they express was not important or relevant for the others. Internet Radio is then seen as an opportunity to change the way to be listened to.

Shoutcast

According to Wikipedia (2010), SHOUTcast[®] is defined as a “cross-platform software for streaming media over the Internet. SHOUTcast Radio is a related web site which provides a directory of SHOUTcast servers”. This software mainly accepts content in mp3 or High Efficacy Advance Audio Coding systems (HEAAC) and to broadcast an archive, and media player software is necessary, and Winamp[™] is the one that works better. (See Appendix 13). By combining a reliable platform and effective software, a sort of radio stations can be easily created.

Cooperative Learning

I decided to review the literature about socio-affective strategies for learning based on the considerations made by Ausubel (1976) in his meaningful learning pedagogical focus (as cited by Zubiría, 2005, p. 144). Cooperative learning is one of the strategies for establishing such socio-affective focus (Díaz-Barriga & Hernández, 2002). Cooperative learning increases the sense of belonging, self-esteem, and sense activity, and as result, learning becomes a joyful process (Díaz-Barriga & Hernández, 2002, p. 102 – 103). Given that speaking is a process that entails interaction, the present action research project intends to apply these socio-affective strategies in contexts that prevent lack of confidence in speaking.

There is a concept that is closely related to cooperative learning: *Educational interaction*. Coll and Sole (1990, as cited by Diaz-Barriga & Hernández) quoted that educational interaction presents situations where the members of a team act simultaneously and reciprocally in an specific context to reach a task or a learning content in order to achieve defined objectives. In this case, the teacher’s role is that of mediator between the contents and the production of the activities. The teacher’s role in this study is seen as a facilitator who is familiar with the tools that aid the attainment of the goals (Internet radio) by providing

students with the information to manage the necessary software to produce the radio show. Additionally, the teacher acts as a facilitator to guide students in the process of writing scripts, practicing, providing feedback, and encouraging them to be confident when speaking through practice activities, ensuring them to have an environment where they can feel confident to speak. On the other hand, McGroarty (1989, as cited by Olsen and Kagan, 1992) identified some benefits of planning and implementing cooperative learning activities in acquiring English: (a) an increase of frequency and variety of second language practice through interaction, (b) the possibility for the development or use of the first language in ways that support cognitive development that permits second language skills, (c) the opportunities to integrate language with content-based instruction, and (d) the opportunities for students to assume an active role. These additional benefits in language acquisition were supported by Prieto's research study (2007), focused on the improvement of oral production through cooperative learning activities in students of 11th grade of Patria School (Bogotá, Colombia).

The study findings displayed a new attitude in participants despite the fact students were reluctant to join groups and felt uncomfortable to participate in speaking activities. After the implementation stage, the students recognized several reasons to work in teams. The main benefits received from cooperative learning activities were:

- (1) Students learned through teaching. In other words, their role changed.
- (2) Students' concept of group work evolved.
- (3) The students recognized that an improvement in speaking mainly depends on practicing by interacting and noticing their own and others' progresses.

Her experience also highlighted the importance of maintaining some principles in order to be successful with this strategy: Small groups are required, different levels of ability

should be considered in the group, establish or agree group rules, to work on one skill for each stage, and to evaluate students' performance. (Prieto, 2007, p. 85).

Based on the above, *base* or *long term* groups were set up, applying Johnson's, Johnson's and Holubec's proposal (1999, as cited by Díaz-Barriga & Hernández). *Base* groups are heterogeneous groups with permanent members which establish responsible relationships and their objectives are to permit that members give each other support, help, and the necessary cheer in order to have a better performance.

Likewise, the benefits that Gillies (2007) mentioned when setting up cooperative learning groups were also considered: (a) Positive interdependence among group members, referring to the need that students have to contribute to their teams in order to achieve a common goal; (b) Use of interpersonal and small-groups, where students learn how to communicate their ideas among the other members, and at the same time, they learn how to recognize their other members' ideas, establish agreements and manage conflicts. Another benefit defined by Gillies: the promotion of interaction. Gillies affirmed that being involved in group work; students can see each other and can participate in face-to-face discussions about the team task. Cooperative learning provide opportunities to develop personal rapport that, activates willingness to help each other by listening what is needed to be said in a way that every idea is considered (Gillies, 2007, p. 29)

The lessons that have been planned for the present study focuses on working the interpersonal and small-group skills proposed by Gillies (2007):

INTERPERSONAL AND SMALL-GROUP SKILLS	SMALL-GROUP SKILLS
Actively listening to each other	Taking turns
Stating ideas freely	Sharing tasks
Accepting responsibility for one's behavior	Making decisions democratically
Providing constructive criticism	Trying to understand the other person's perspective
	Clarifying differences

Table 1: Cooperative learning skills

According to Smith and MacGregor (1992), students create something new with information and ideas that they already have gotten. This is crucial in learning processes. For these authors, when students work together, they take advantage of their own experiences, and—through agreements—decide on strategies to reach the goals (Smith & MacGregor, 1992, p. 1).

The research studies presented above show the necessity to know first who our students are. This is to say, what their interests and needs are. Besides, socio-affective strategies are effective alternatives to accelerate speaking competence and motivation. For large groups—on the other hand—research studies demonstrated that it is relevant to design a strategy in order to address interaction in groups and pairs. Alternatively, it is important to guide students in the implications of forming academic teams.

Contemplating the former theoretical constructs, it is important to draw attention to the fact that achieving speaking confidence could be feasible if appropriate strategies and a well designed environment are conceived. It is possible to infer that by using software for producing online radio shows could be a motivation to work cooperatively in a team in order to foster speaking confidence. What is more, the inclusion of technology in the classroom should act as a strategy that enable participants to discover their interests, weaknesses and strengths involved in the development of a successful learning process.

Based on this theoretical framework, the next step is to establish an action plan for implementation.

CHAPTER 3: Research Design

This chapter provides a detailed view of the different procedures that occurred during the present study. The topics that this chapter covers are: Type of study, where the type of research carried out is explained; Researcher's Role which explains the teacher's participation during the process; the Context where the project took place; the Participants (students); an explanation of the Data Collection instruments; and finally, the explanation of the Data Collection procedures.

TYPE	Individual teacher research (Ferrance, 2000)
Setting	IED LA CHUCUA SCHOOL
Participants	8th GRADERS (12 students)
Data Collection Instruments	Teachers' Journals Audio – Video Recordings (field notes) Surveys
Resources	<u>Technological:</u> Shoutcast™, Windows recorder, Audacity™, Winamp™. <u>Physical</u> Virtual Room
Data Analysis Techniques	Trend analysis (Sagor, 2005), Inductive Analysis (Quinn, 2002), Grounded Theory (Corbin & Strauss, 1990)

Chart 2: Research design summary

Type of research

The present study is classified as an Action Research one because the purpose, according to Mills (2007) is to conduct a reflective practice, effective impact in the target population, and improving students' outcomes, based on data collected (Mills, 2007, p. 5).

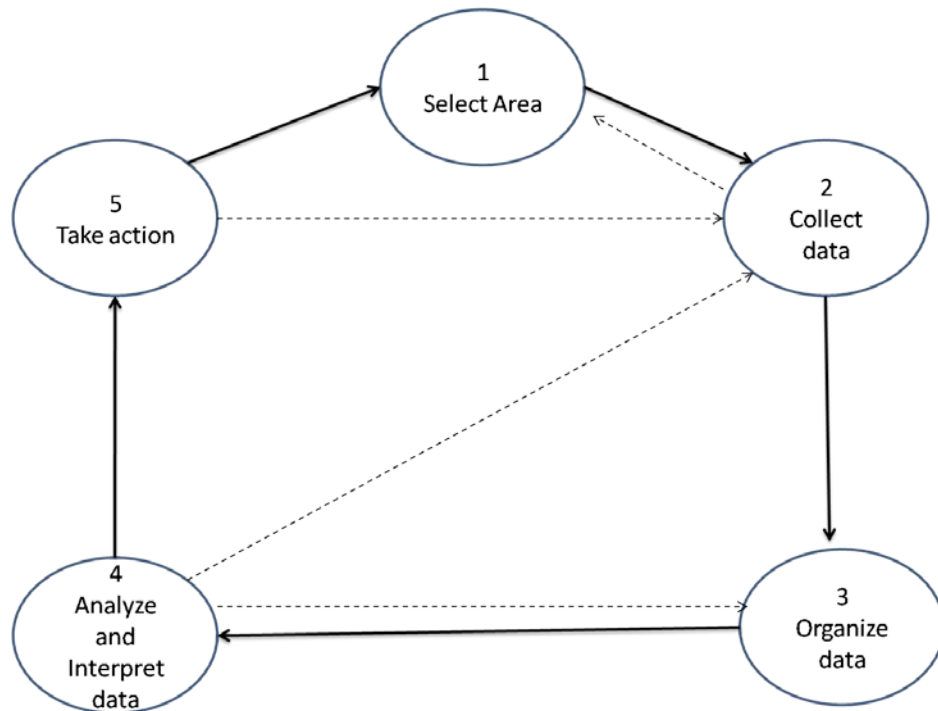


Figure 1: The Action Research Cycle (Calhoun, 1994, as cited by Mills, 2007)

However, Ferrance's action research typology (2000), suggests that this study is also classified as **Individual Teacher Research**, taking into account that the teacher—as researcher—focuses on a specific problem (lack of confidence when speaking), and proposes a strategy to deal with it (production of radio). The impact of this type of research regards the reformulation of the curriculum and the syllabuses, more focused on an equivalence of skills than on content (Ferrance, 2000, p. 3).

Teacher's role

The teacher's role in this action research is significant since the teacher is a facilitator of cooperative learning practices. The teacher also plays the role of a researcher.

It is possible to use the dimension orientation that Freeman (1988) proposed, and the roles that this dimension embodies. It can be said that roles mainly regard *Doing and the activist*. What it is expected from the present study is to understand a current situation (why students do not speak in the target language), by doing something organized (letting them to

create radio shows or sections of radio shows), based on something that it has already been observed (students' rapport for players and radio shows that they listen to). As teacher, the roles go beyond that just observing, but acting (Duckwordth, 1987, as cited by Freeman: 1998, p. 180.)

Likewise, the teacher's role changes at the end of the implementation stage to *Telling and the Storyteller*, due to the state of the teacher as a researcher who is sharing findings based on the answer to the research question to a group of participants (school) and the academic community that monitored the study (La Sabana University). The purpose of attaining these roles suggests the provision of future guidelines to those who are interested in dealing with similar situations in the English classroom.

Context

IED La Chucua is a public school, located in Kennedy Zone. The school was founded in 1976 as part of "Escuela Nueva"³, one of the mayoralty's programs at that time, with groups of elementary school. In 2000 the school was founded as an institution that offered pre-school, elementary and high school levels.

Currently it has about 1300 students per shift. Its morning shift has three groups of pre-school with approximately twenty students each, thirteen groups of primary school (two in each grade), fifteen in high school (two groups in 6th, 7th, 8th, and 9th grades, and three in 10th and 11th). The majority of their families belong to stratum 2 and 3, and they usually live in the surrounding neighborhoods.

³ Escuela Nueva: It is a pedagogical model established in 70's especially designed to offer elementary education in rural zones, where a teacher was in charge of three grades (1th, 2nd, and 3rd) and another teacher in charge of the rest (4th and 5th grades). The groups were small in each group (about 10 students).

The morning shift starts at 6:30 am and finishes at 12:30 pm, divided into four periods of 80 minutes. There is a break-time of 30 minutes after the first two periods.

English teaching context: In pre-school and first cycle (1th, 2nd, and 3rd grades), there are not English classes due to the lack of teachers' training. There is only a teacher specialized in second language who is in charge of 4th and 5th grades. The students from 6th grade have three periods of 80 minutes per week; from 7th to 11th grades students have two periods. There is not a course book, but there is some material in the library that teachers often use. The classes are given in Spanish because there is resiliency in students and some teachers to use the target language. Lessons are mainly focused on vocabulary acquisition and reading comprehension. Consequently, students' level is A1 (according to the CEF, 2001); some of 9th, 10th, and 11th graders are reaching A2. They are false beginners.

Beliefs

For La Chucua community, language is the most important means of communication. In fact, communication is an area that is intended to be developed for students. In general terms, L1 has a relevant importance at school, following up PILEO⁴ program

In spite of the fact that national policies insist in the importance of acquiring a foreign language, English is still seen as a non-appreciated a subject. Its relevance regards the ICFES⁵ results. However, community members do acknowledge that a language is learned by practicing and using it, but their sense of awareness is not developed. Such relationship with the educational culture limits their expectations to continue with university education.

⁴ PILEO: Plan Nacional de Lectura, Escritura y Oralidad (National plan of literacy: Reading, writing and oral skills)

⁵ ICFES: It is the Colombian Institution that promotes the University education. At the end of the high school, students are asked to take a test that grades their knowledge in different disciplines. Based on the results, they have the possibility to access to universities (even with a scholarship) to study the careers they prefer.

Because of the laxity of Colombian current evaluation laws, students do not take advantage of the opportunities that the teachers provide; instead, they take courses in private institutions (especially English courses) when they realize the requirements to access to some Universities.

Institutional Aims

Based on La Chucua School Philosophy and its Mission and Vision, the main institutional aims are:

1. Student will be active participants of the community which will foster their development of learners' talents and skills.
2. Students will become skillful in communicative, investigative, critical, and creative dimensions.
3. Students will be tolerant, autonomous and democratic, responding to the society challenges in local, regional, and national levels.

La Chucua is a public school. Working almost three years there, empowers me to envision this experience as a challenge to be faced, as a possibility to overcome constraints and impediments, and at the same time as a learning opportunity to create strategies to overcome difficulties. Additionally it is necessary for me to take into consideration some ethical principles underpinning the study.

Constraints

There is certain lack of information about the process of research development, and consequently, there are not enough research experiences; just some projects developed in agreement with some local institutions like Universidad Distrital Francisco José de Caldas in Bogotá - Colombia and Cámara de Comercio de Bogotá - Colombia. With the advent of the

1994 Colombian Law of Education (115) schools were considered to develop projects, specifically, the Institution Educational Project⁶. Conducting research studies is a quite recent issue in Colombian public schools.

Another constraint regards the lack of motivation in students. The 230 National Decree, and some ambiguities generated by the interpretation of the Law 115 as to evaluation levels, have impeded students to assume a commitment in their education. Students' low performances, their lack of commitment and corresponding low scores grades constitute an evidence to it. They know that the mentioned law somehow permits them being approved to the next grade, even without the competences required. This is evident in everyday classes, the results, their attitudes and some parents' demands about the fact that their sons and daughters must approve. Fortunately, the evaluation policies changed in Colombia. However, motivating students is still a challenge since they are in a sort of transition between the old educational system and the new one.

Impediments

The most significant were resources. In this particular study, it was necessary to think about some tools that were not available: A tape recorder (or mp3, a source to record voices), the software for creating the radio station show, or the availability in the computers room. It was necessary to be creative to overcome that kind of impediments.

Finally, it is pertinent to reflect about ethical considerations. So, one of the strategies must be focused on acting ethically. For doing so, the procedure followed, based on Winter, (1998, as cited by O'Brien) was:

- (1) To consult the authorities (Head Master and Coordinators), and committees (Area or subject staff).

⁶ Crisancho, V. (1994). Ley 115 de 1994. *Normas Básicas del Educador*, 199.

- (2) To ask parents for the permission to record their sons and daughters and use the material to analyze for the research.
- (3) Being respectful if one of the students does not want to participate, or if any mother or father does not permit to do so.
- (4) Being responsible for the confidentiality of the students' testimonies and productions.



Photograph 1: La Chucua School, Secondary section

Participants

The participants of this action research study were the students of group 802 from La Chucua School. The study started with 38 students about 13 years old, but—because of changes occurred in the new academic year (some students moved to another school and some new came to the group), the study finished with 12 students. The group receives two sessions of eighty minutes per week (160 min.). The most common materials to use in class are study guides, handouts (provided by the teacher); books, dictionaries, texts from the Internet or “Encarta”, handcrafting materials, etc. (provided by students). They follow the book “Teenagers™” (Norma Publishers). There are ten copies in the library.

The sessions are planned according to the Ministry of Education standards⁷ in English language education, which are adapted according to students' level in the school. Their English level is about A1: They can use familiar everyday expressions and very basic phrases. They can interact in a very simple way⁸, but they do not feel confident speaking. In the class, the teacher talking- time is high. They are encouraged to participate orally, and the teacher is still in the process of increasing students-speaking time. In this moment, students are in the stage of producing just through monosyllables like “yes”, “no”, and isolated words. On the other hand, they have difficulties of recalling vocabulary, especially verbs. They are always asking the teacher for the English spelling of the words worked in previous lessons. Additionally –and after considering weaknesses and strengths identified in the institutional evaluation of the subject results last year- English teachers decided to work with projects, in order to increase students' motivation and performance levels. In the case of the target group of this study, it was decided they would work with the topic “Radio Show”. The aim with this kind of strategy is to encourage learners to use or apply what they are learning in English class in a topic that is of their interest, but at the same time, to increase vocabulary about a specific area, subject or topic, in this case, the related language to a “*Radio show*” All topics proposed in the content plan are connected with the project topic.

⁷ Ministerio de Educación Nacional (2006). *Estándares Básicos en Lenguas Extranjeras: Inglés*.

⁸ Council of Europe (2002). Common Reference Levels. *Common European Framework of Reference for Languages: Learning, teaching, assessment*. U.K.: Cambridge University Press, 24

Photographs 2 and 3: 8th grade students

Data Collection Instruments

The data collection instruments chosen in order to carry out this project are: students' artifacts (video and audio recordings), teacher's journals, initial and a final survey.

SPECIFIC OBJECTIVE	CONSTRUCT	INSTRUMENT	STAGE
1	Confidence in speaking	Initial Survey	Pre-Implementation
		Audio recording Video-Recording	Implementation
2	Cooperative Learning	Teacher's journals	Implementation
		Final Survey	Post-Implementation
3	School Radio	Initial Survey	Pre-Implementation
		Audio-recording	Implementation
		Final Survey	Post-Implementation
4	Speaking Confidence	Teacher's Journals Audio recording	Implementation
	Cooperative Learning	Video Recordings Final Survey	Post-Implementation

Table 3: Data sources.

The data collection instruments chosen for carrying out this project are surveys (initial and final), teacher's journals, video and audio recordings (see Appendices 3 – 6).

Surveys

According to Given (2008), the importance of surveys is connected to the systematic way to gather data from an amount of individuals in order to corroborate generalizability of the results and also—being applied at the beginning and at the end of the implementation, “to examine long term trends” (Given, 2008, p. 846). For the present study, the confirmation regarded the idea that students felt unconfident speaking in the target language and the long term trends refers to what the participants think were the aspects they have fostered.

Previous to the implementation, the survey was applied to the whole group. The questions included there had as purpose to find the possible reasons why the students feel unconfident speaking in English. After the implementation, a new survey was applied in order to consider what students thought about the project, in terms of the relevance. It was applied to the twelve students who finished participating in the project. Additionally, it was necessary to compare researcher’s observations with students’ thoughts and opinions.

Audio recordings

The rationale of using audio recordings in this study is pointed out by Given (2008), who states that it offers support to the teacher’s journals and also—for this action research project—to provide evidence of what participants expressed in the video recordings.

Thus, audio recordings became not only the source of the sections of the radio show; it was also seen as data collection instrument, given that additional information would be included there, that evidenced the students’ confidence. This instrument was applied during the implementation. The transcriptions were registered in a form (Given, 2008, p. 40).

Video recordings

According to Given (2008), video recordings offer moving images to details of the interaction and behavior of the participants during the implementation. For this study, the

approach (Given, 2008, p. 917) applied was *Researcher-generated* because the researcher chose the subject and the content of the video.

Video recordings were done at the end of the implementation. The main purpose is to look for students' impressions about their own performance. Those videos were made after students' recordings. The transcriptions were registered in a form.

Teacher's journals

According to Sagor (2005), journals are important during the period of implementation because it keeps a lot of information (as complement of the other instruments) which would be useful at the end of this process. He states that the more observations the researcher collect in the journal, the more information will be available when analyzing data started. (Sagor, 2005, 108).

An advantage that Sagor states of using journals is the freedom to write the notes. It was helpful because in this case, the researcher was also the teacher; this fact implied doing different tasks during the implementation, and the journals were elaborated at the end of each lesson.

During each lesson (giving input, planning the section of the show and recording), I registered my observations after participants did the activities. At the end, I compared with the identified aspects in the audio and video recordings.

Data collection procedures

The process of data collection was evidenced in three moments or stages during the research process. These stages were called: Pre-Implementation, Implementation, and Post-Implementation. The instruments were applied in the different stages.

STAGE	INSTRUMENT
Pre-Implementation	Initial Survey
Implementation	Audio Recordings (Complemented with field notes)
	Video Recordings (Complemented with field notes)
	Teacher's Journals
	Lesson Plans: 3 Including: Input session (1) Planning sessions (2) Recording sessions (1) Editing sessions (2: One in class and the other at home if possible)
Post-Implementation	Final Survey
	Video-recordings (interviews)
	Radio Show online

Table 4: Stages in the process of applying instruments

The pre-implementation stage was the beginning of the process. The purpose to apply an initial survey was to encourage students to identify the reasons that impeded them to feel confident when speaking in English.

As for the Implementation stage, there was an introductory session where students formed the groups, assigned a name for the team and established some rules to work in team. These rules were shared in open class and agreed for all groups.

Based on the results of the initial survey, three lessons were planned:

- Comparing people
- Tips for vacations
- Interviews

Each lesson included the following sessions:

- A session to provide input (Language)
- Two sessions for planning (including a radio topic workshop and the opportunity for students to plan their shows)

- A session for recording
- Two sessions for editing: a face-to-face session and an independent work at home.

After the recording session, each group listened to the show, then the members were interviewed, and the interview was video recorded. The interviews were somehow informal, and students had the opportunity to express freely and in the native language their opinions about their performance.

In the post- implementation stage, the students who finished the project filled in a final survey, and the show was uploaded in the platform to be broadcasted online.

CHAPTER 4: Pedagogical Intervention

This study fostered students to be more motivated in speaking and feel that the classroom is a healthy environment that allows them to take advantage of technology while they are engaged in interactional and active learning processes. In so doing, identifying the reasons why the students did not like participating in oral activities, seeking for the most appropriate cooperative learning strategies, designing the strategy, and put it in practice were the steps that would permit answering the research question. As mentioned in the previous chapter, the instruments used to collect the data were surveys (initial and final), audio and video recordings, and teacher's journal. Besides, three lessons were planned to observe and make use of the instruments already mentioned. These steps were grouped in three stages: Pre-Implementation, Implementation, and Post-Implementation.

This is the description of the three stages:

STAGE	INSTRUMENTS
PRE-IMPLEMENTATION	Initial survey Diagnostic Lesson Plan Teacher's Journal
IMPLEMENTATION	Organization of cooperative teams Lesson Plans (1 – 3) Video Recordings Audio Recordings Teacher's journal
POST-IMPLEMENTATION	Video Recording Final Survey Final Product: Radio Show online.

Table 5: Stages in the process and instruments designed.

Pre-Implementation Stage

This stage has as purpose to identify the reasons that impeded students to feel confident when participated in oral activities. To do so, a survey was applied in a printed version. The survey included eleven questions which purpose was to determine the reasons why students did not participate in oral activities.

A skill-focused lesson plan was designed to observe the participants in action and also to identify the facts or situations that made students feel unconfident in oral activities.

The teacher journal was implemented in order to record the students' performance during this first activity, always focusing the observations on the speaking confidence.

After reading and analyzing the first insights, the next step consisted on looking for the most appropriate cooperative learning strategies. Connecting theory and practice was crucial in this issue. In other words, observing not only the lesson previously mentioned, but also going back to the different sessions with the group (for example, those for ICELT⁹ teaching practices or for written reflections), and reading about the different cooperative learning strategies allowed the identification of the strategies that would help reach the general objective and consequently, to answer the research question.

Implementation Stage

This stage began with the organization of the cooperative teams to set up the groups and introduce the strategies expected to be developed (interpersonal and small-group skills), as well as encouraging the participants to agree their own rules and functions. Likewise, three skill-focused lesson plans were designed to conduct the process of speaking confidence acquisition. These lessons were closely related to the course syllabus and they were developed considering the sessions allotted time. Each lesson included input, planning, recording and editing sessions. In the input sessions, students were introduced to the grammar and vocabulary topic (e.g: Using future for planning activities); during the planning session, the students drew decisions about their show (or show section) wrote the script and tried the show; in the recording session, each team performed the show, and finally, during the editing

⁹ ICELT: In-Service Certificate in English Language Teaching.

session, the students decided on how to include the music, evaluated which chunks include or delete.

At the beginning of the project, it was planned to video record the different stages. These recordings would become as an additional aid for the teacher-researcher to gather evidence of the speaking confidence behaviors. Unfortunately, the video recordings produced more anxiety in the students, so the video recordings were implemented at the end of the recording session, where the students were interviewed. These interviews' purpose was to illustrate the opinion of the students regarding their own achievements.

The audio recordings—performed in the lessons recording stage—facilitated the search of evidence that demonstrated the speaking confidence in the participants.

Similar to the pre-implementation stage, each implementation lesson was observed and the observations were reported in the teacher's journals. Additionally, a blog (<http://consulemos.blogspot.com>) to record the reflections about the study and a schedule of the activities to implement in the project was a strategic tool to avoid interference with planned school activities.

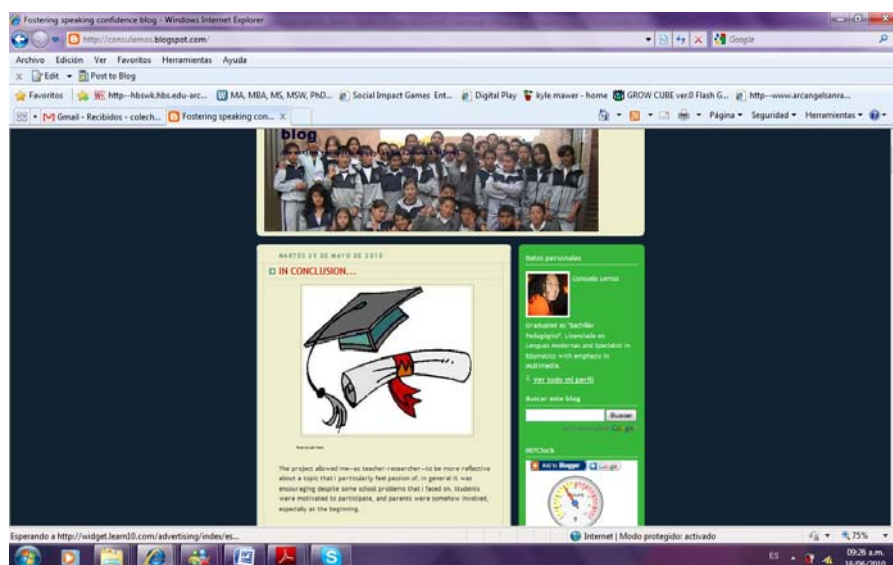


Figure 2. Action Research Blog.

The reflections—product of the data collected—were presented in the blog, as well as the difficulties experienced during this stage.

Post-Implementation Stage

The focus of this stage was to pull together and classify all the data collected to be analyzed. In particular, the video recordings were watched one more time in order to complement the teacher's journals, a final online survey (available at <http://www.encuestafacil.com>) was displayed for students to fill in, the final show was edited and set up.

All of above permitted to conduct the following steps:

- To analyze the data collected.
- To start writing the reflection regarding the way that the research question was answered.

At the same time, the creation of the online radio station by using the platform SHOUTcast[®] was set up. Because of time constraints, few students participated in uploading the radio station in the web. That is why a tutorial was created for the rest of the group.

(Appendix 13)

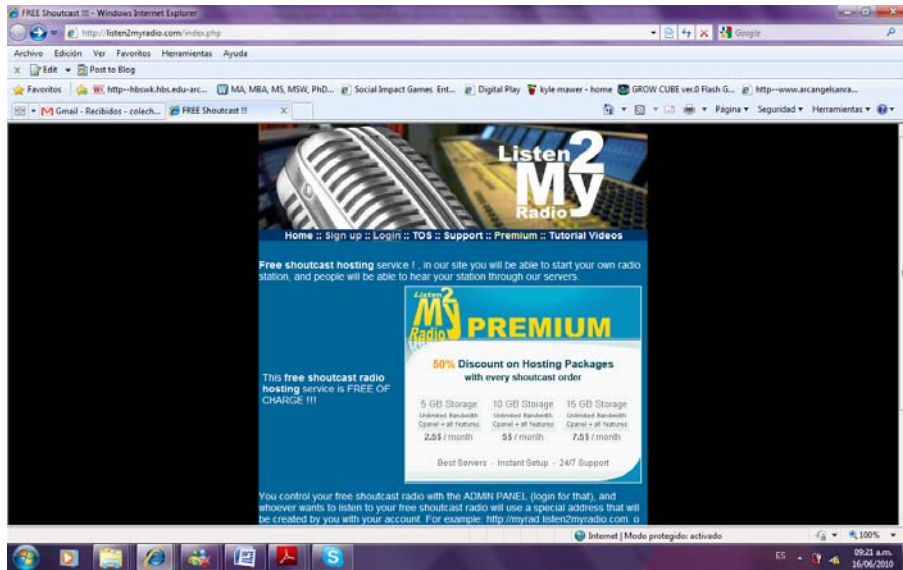


Figure 3: Online Radio station

The link of the online radio station is

http://listen2myradio.com/radio.php?ipp=87.117.197.145&port=12953&ch=1407&radioname=letspeakchucuakids&rrr111=listen2myradio.com&radio_id=768740. The recordings are not

strictly schedule momentarily, but it can be eventually listened to from 8 to 11 pm in the night (Colombian Time) because some adjustments in terms of turns to broadcast are still being decided by the students and I.

This is the timeline that was followed for this project:

Activity/Date	FEBRUARY – JUNE 2009				AUGUST 2009				SEPTEMBER 2009				FEBRUAR 2010				MARCH 2010				APRIL 2010				MAY 2010				JUNE 2010			
Step 1: Initiation Topic choice Research question – Version 1	█																															
Step 2: Preliminary Investigation Bibliography check Constructs Presentation of first proposal	█	█	█	█																												
Step 3: Literature review Checking resources and constructs documents. Writing document	█	█	█	█																												
Step 4: Design of action plan Deciding on instruments and procedures Timeline – First version Writing research proposal - Version 2	█	█	█	█																												
Step 5: Implementation design Revision research proposal					█	█	█	█	█	█	█	█	█	█	█	█																
Step 6: Monitoring/data collection						█	█	█	█	█	█	█	█	█	█	█																
Step 7: Analysis and interpretation of data																	█	█	█	█	█	█	█	█								
Step 9: Sharing findings																											█				█	

Table 6: Timeline

Implementation Activities

Lesson Plans

Three lesson plans were designed to help students to create the shows. Their purpose was to take advantage of the concepts and competences already and currently worked in class (vocabulary, grammar) as an input to create the scripts that would give them the confidence and the meaningfulness to do the show. The topics of the lessons were:

- Comparing people.
- Recommendations for Vacations
- Interviews

(See appendix 7)

Workshops

It was necessary to plan and apply some workshops in order to get familiar with the radio language and the radio production. Three workshops were developed in class and two as independent work (at home). The topics presented in class were:

- Radio Elements.
- Radio Language: Useful expressions.
- Editing: Using Audacity™.

CHAPTER 5: Data Analysis and Findings

In this chapter an account of the piloting process and the study findings is presented. An ethical principle that conducted the data analysis regards applying techniques of theoretical sensitivity. According to Corbin and Strauss (1990), these techniques avoid researcher's assumptions and "look beyond the literature if we are to uncover phenomena and arrive at new theoretical formulations" (Corbin and Strauss, 1990, p. 76). It is important because it is easy to take data for granted, for example, students' expressions or comments, notes taken while developing the activities need to be considered again and ask if what these expressions or notes are the same for the participants and the researcher. In order to do so, additional questions or analysis in depth based on expressions or words around is necessary.

Sources of data

As mentioned in the third chapter, four instruments were piloted for this action research project: Surveys, Audio and Video Recordings and Teacher's Journals.

Description of the Data Analysis Methods

For this action research a blend of three approaches were applied: The foundation of Quinn's **Inductive Analysis**, the procedure of Sagor's **Trend Analysis** and the coding techniques proposed by Corbin and Strauss in **Grounded Theory**. This decision was made as product of an exhaustive exploration in order to solve better the action research question. It was found that each isolated approach might not respond to it and did not fit enough with the qualitative type of research and most of the data collected. This combination of approaches is explained later.

Quinn (2002) stated that Inductive analysis consists on the identification of patterns, categories and themes of analysis from the data emerging, instead of imposing before the data collection (Quinn, 2002, p. 56). From these specific observations and findings, the theory is constructed or formulated.

The specific areas of development that are relevant to register must be connected to the research question, and also with the constructs that rule the study. According to Sagor (2005), when analyzing data, the researcher must explain the different events or elements through it. These elements include settings, people involved, conflicts and themes. The emerging explanation is always pointing out the research question, reflecting on two aspects: Identifying changes occurred, and understanding the factors that contributed to these changes. It was also complemented with Inductive Analysis, taking into account that all the elements identified (patterns, categories and themes of analysis) emerge from the data, instead of imposing before data collection. (Quinn, 2002)

In Trend Analysis, Sagor (2005) proposed three **Action – Change – Relationship (ACR)** questions that must be answered to make a precise analysis:

ACR Question 1: WHAT DID WE DO?

It consists on reconstructing the facts occurred during the implementation, considering four aspects: If the theory of action was followed as written, the researcher needs to establish what the fashion that the theory implemented was, and the reasons why the elements of the theory and the significant actions taken from the original theory were omitted or changed. Sagor (2005) stated that identifying the actions that a phenomenon produced permits the researcher predicting what might occur in the future.

ACR Question 2: WHAT CHANGES OCCURRED REGARDING THE ACHIEVEMENT TARGETS?

By answering the question, the researcher explains the achievement target during the course of the project, comparing and contrasting trends in and the influence received by external factors. In this stage a record of certain actions that could have a differential influence in the results is presented. In other words, this question consists on looking for each separate independent source for information on changes in reaching what is expected with the study. Reaffirming with other sources and establishing the relationship among them is necessary. This process is called **triangulation**.

ACR Question 3: WHAT WAS THE RELATIONSHIP BETWEEN ACTIONS TAKEN AND ANY CHANGES IN PERFORMANCE ON THE TARGETS?

In this phase, the findings are used in order to answer the previous questions. Then, it is necessary to identify changes in performance in the data and in this way, it is possible to determine the pattern or patterns that are closely related to the actions or situations that could explain such changes.

Grounded theory is basically the inductive development of theory, based on the collection of data. According to Corbin & Strauss (1990), grounded theory consists on reading and re-reading the collected data and identifying certain variables, called categories, as well as the relationship among them. The categories are identified by means of following process of *coding*. This is the aspect of grounded theory used in the present study. These authors defined coding as the operations where data is broken down, conceptualized and re-organized in different ways. Saldana (2009) describe a code as a word or short phrase that represents an attribution for a portion of language-based or visual data (Saldana, 2009, p.3).

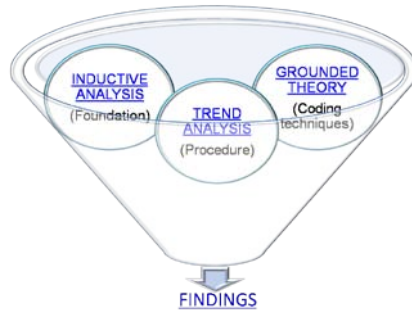


Figure 4: Data Analysis techniques summary

Data Analysis Procedures

After applying the data collection instruments and reflecting about them, it is time to present the reflections by answering the research Sagor’s questions:

ACR Question 1: What did I do?

The collection of data was carried out following these stages.

Step 1: Allocating time

The time planned for the implementation was three months, from August to November, 2160 hours, in 2 80-minute weekly sessions. However, some unplanned school activities impeded following what was programmed. So, the decision was to continue the implementation the first months of the next academic year (2010). Then, another problem arose: The target group was assigned to a different teacher, and while fixing this inconvenience, time passed by. After the group was re-assigned, the implementation process finished (March 10th). The real time invested for the implementation was three months, but 1920 hours.

PLANNED TME	REAL TIME
Implementation: 2160 hours August – November 2009 2 weekly sessions: 80 min. August: 8 sessions September: 8 sessions October: 7 sessions November: 4 sessions	Implementation: 1920 hours August 2009; February – March 10th, 2010 2 weekly sessions, 80 each (Three lessons): August: 8 sessions September: 8 sessions February: 6 sessions March: 2 sessions

Table 7: Allocating time

In sum:

- 1920 hour were spent for the implementation.
- These hours were distributed in two weekly sessions of 80 minutes each.
- Three lessons were developed. (Including input, planning, recording and editing sessions).
- Approximately 30% of the lessons were taken to give input (576 hours)
- Overall 40% to plan shows (768 hours)
- Overall 10% recording (192 hours)
- Approximately 20% editing shows (384 hours)

Step 2: Looking for patterns

In order to identify the patterns, define the categories and subcategories, **open, axial,** and **selective coding** techniques proposed by Corbin and Strauss (1990) were followed. These authors defined open coding as “the process of breaking down, examining, comparing, conceptualizing and categorizing data” (Corbin and Strauss, 1990, p. 61). The procedure that they proposed suggests adopting some steps: Labeling phenomena (observing and reflecting on what the phenomena is, what represents, and comparing incidents that could be similar and can given be named in the same way); discovering categories (grouping concepts, establishing a clear relationship); naming a category (providing a name to each group of concepts identified, in a more abstract way).

To cope with the mentioned stages, a chart that connects the action research objectives, the constructs, the instruments, stages and findings was designed:

SPECIFIC OBJECTIVE	INSTRUMENTS	STAGE	FINDINGS
1	Initial Survey	Pre Implementation	40% students do not like interacting in the target language, 55% because of classmates reactions (laughing), 25% because the other people do not understand (pronunciation), 15% teacher corrects pronunciation , 5% others. Reasons of students fears 80% students feel that their pronunciation is not good. 20% They feel they do not have enough vocabulary and do not have opportunities to practice .
	Video- Recording Audio recording	Implementation.	The aspect that they consider to be improved is the pronunciation . They need to practice to remember the lines. More practice with the words and the expressions learned. Students ask for repetitions. Ss ask to the teacher how the words are pronounced . Tendency to ask for time to practice without the presence of the teacher, then with the teacher without recording, listen to, recording again.

Table 8: Discovering categories sample

The highlighted words correspond to the emerging categories. Based on these patterns, and considering the theoretical framework of the study, the patterns identified can be distributed as it is seen in the following figure

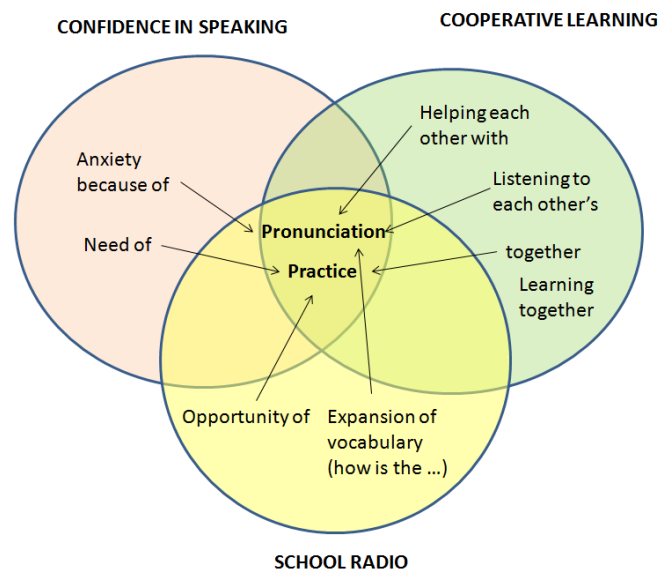


Figure 5: Emerging patterns from constructs.

Figure 3 and Chart 7 show two constant concepts: **Pronunciation** and **practice**. What is observed in the different instruments is the importance that the students gave to these issues

in the different stages of the project. This former assumption suggested pronunciation and practice as the emerging categories, and the others as related concepts. These emerging categories are connected with the objectives and the constructs:

ACR Question 2: What changes occurred regarding the achievement of the targets?

This question points out how the emerging categories are developed in the different lessons and in the initial and the final survey.

CATEG.	INITIAL SURVEY	LESSON 1	LESSON 2	LESSON 3	FINAL SURVEY
PRONUNCIATION	Reason of the lack of confidence (68%)	Not relevant in all the groups. (Ss just doing the activity)	Questions to the teacher about pronunciation.	More confident pronunciation in daily speech (greeting, opening and closing the show).	Helped to improve Speaking confidence (42%): The way to listen to the others changed. Feelings of being helped Learning pron. by repeating.

Table 9: Tendencies of the emerging category “pronunciation” during the pre-implementation, implementation, and post-implementation.

In spite of the fact that 68% of the students mentioned pronunciation as a reason that provoked lack of confidence, in the first lesson plan the tendency was that this issue was not relevant for the students:

Before the activity: Students are concerned for the meaning in English of the words (Teacher, how do you say...?)
Group 1: Student 1, Student 2, Student 3, Student 4.
The group performed the dialogue with the script.
Worried for reading fluently. not focused on pronunciation.

Excerpt 1: Description of the situation, Audio recording form 1.

When students listened to the recording, they were aware of their mistakes in pronunciation.

Excerpt 2: Teacher's comments, Video recording form.

In the second lesson, the pronunciation category emerged again. Starting in the planning session, the students asked questions to the teacher, not only about the meaning of the words, but also the pronunciation form. This behavior was noticeable before the recordings; they asked many times about the pronunciation of the words and repeated them. In the third lesson, students assisted their peers (those who are more skillful in pronunciation) and they decided doing repeating exercises in order to revise pronunciation. Some groups asked for a feedback to the teacher, and some others have written the pronunciation in a piece of paper or in their notebooks.

Student 1: Very secure. She didn't need to read in the moment of recording. Better pronunciation. She helped Student 2 a lot. She used some expressions to encourage him ("Hágale que es fácil!". "No sea bobo, ud, puede, como lo hicimos antes.")

Excerpt 3: Audio Recording form – describing the situation.

Additionally, there were expressions that students acknowledged as familiar ones. Those expressions correspond to the opening, closing, and turn-taking phrases used in a radio show:

Student 1: *Good Morning, welcome to the show.*
 Student 2: *My name is Dayana.*
 Student 3 *My name (laughing) is*

Student 1: *This is for today...hmm... good bye...my friends*

Student 4: *Good bye.*
 Students 2 and 3: *Good bye.*

Initial color coding:

CONVENTIONS

Spanish-like pronunciation

© (no comprehensible message)

English-like pronunciation/ aprx.

Fluent message

Doubtful message (lack of fluency)

Confident Intonation (acting-like)

Excerpts 4 and 5: Audio recording transcription and initial color coding

In the post-implementation stage, 42% of the 75% who thought that they have fairly improved the oral production in the class expressed that they feel more confident because they worked on pronunciation. The input sessions provided a basic vocabulary to start planning the recordings. The teams decided to expand the vocabulary, and they showed a concern for the pronunciation. As mentioned above, these planning sessions were used for the teams to look for resources to identify the pronunciation of the words (including the teacher, the dictionary and online aids, like some web pages)

As it can be seen, the emerging category “pronunciation” is evidenced in every stage of the implementation as well as the pre and post implementation stages. First, students identified it as a reason that impeded them to be more confident when speaking. Then, during the lessons; the students evidenced both, a concern to learn how the words that they used are pronounced, and the need to search for strategies that could assist them in developing a better pronunciation. The interpersonal and small-Group skills strategy designed showed that during the lessons, the students moved from using their familiarity about radio, for example to improve vocabulary (e.g: “Teacher, how do you say “vamos a una pausa”?), to expanding their knowledge through the radio workshops while they were reflecting upon their performance and assisting their peers. Finally, in the last survey, students acknowledged that working on pronunciation and realizing their improvements were elements that proved their confidence. It is important because the fears that students expressed when speaking were related to the fact that they were not able to be understood. (See Appendix 8). Therefore, the strategies that they used to deal with pronunciation difficulties, showed a high correlation between the individual concerns and the strategies that they (by their own initiative) decided to achieve so.

CATEG.	INITIAL SURVEY	LESSON 1	LESSON 2	LESSON 3	FINAL SURVEY
PRACTICE	Students' reactions when listening: Reason for no interaction (55%) The project would help them by practicing speaking.	Video Recording: Need to review the lines. More practice required.	T. Journal: Small chunks allow repetition Groups ask for doing the show before recording	T. Journal Instead of laughing, peer correcting Practice without recording, recording-listening to, new recording	83% Find useful continuing with the project: Opportunity of practice Motivation to practice more in group. Fears reduction

Table 10: Tendencies of the emerging category "practice" during the pre-implementation, implementation, and post-implementation.

The strategies that students chose to deal with pronunciation problems were mainly: by (a) repeating several times each line, (b) listening to each other, (c) asking for revision, and in the final recording, (d) asking for listening to what was recorded and based on this, recording again. In other words, the strategy that students found feasible to working on pronunciation are influenced by the other emerging category: Practice.

As for practice, the final survey evidenced that the students recognized the opportunity that the participation in the project offered to them. Additionally, they identified that the main cause for their fears related to as the classmates' reactions, called *peer-pressure*. According to Walqui (2000), peer pressure can influence the motivation and the aptitude to learn a second language (Walqui, 2000). After the first lesson, the students expressed the need of more practice to perform better.

<p><i>Teacher: Bueno, y si fuera sin la hoja, uds. Se acordarían de las líneas?</i> <i>Student 1: Las qué?</i> <i>Student 2: Tocaría repasar...</i></p>

Excerpt 6: Video recording 1. Transcription

In the situation presented in the excerpt, the students used written scripts while recording. They recorded the whole section of the show. Consequently, they paid attention to the reading more than performing a conversation because there was too much information for them. When they listened to their own recording, they recognized that avoid using written scripts implied practicing more without the script.

When the students started planning the second recording, the tendency was repeating the scripts, but they still experienced a sense of frustration because they were not capable to perform well without reading the script. So, a decision was made by the students with the permission of the teacher: to record line by line. In other words: they customized the strategy to their own needs and learning contexts.

As usual, I let students write the script. Based on the previous activity, I decided to let them record their messages one by one. I accompanied them trying out each one of their lines. They had the opportunity to edit.

Excerpt 7: Description of the situation. Audio recording 2

The results indicated that students took advantage of it as an opportunity to practice (repeating many times) before their recordings. They were encouraged to edit, so when they listened to the show, they made decisions about repeating the line or keeping it. Incorporating the music allowed them to be acquainted with some advantages of technology to “soften” the possible mistakes they made during the recording.

I will continue with this strategy (recording by lines). Editing was interesting for them, they peer- assessed the volume of the recording, the intonation, pronunciation. They decided to use the effects that Audacity™ provides to increase the volume in some lines, but in some others they decided to record again.

Excerpt 8: Field notes (Audio Recording 2)

In the third lesson (planning stage), students demonstrated an individual commitment in terms of acquiring the necessary vocabulary for the show, and they also expressed being aware of the pronunciation of words. The Interpersonal and Small-group skills proposed by Gillies (2007) eased students to face on their needs since they learned how to express their ideas by means of learning how to communicate effectively in a group. (Gillies, 2007, p. 5). At the same time, these strategies provided opportunities to make decisions democratically, like repeating a recording or using Audacity™ effects to increase the volume of the recording (voices). Furthermore, in the final survey, 83% of the students found useful to continue with the radio project. Some free comments include this is an opportunity to practice, among other advantages:

10. (If you chose the first option in the previous question). How do you think the project "Radio Show" can help you overcome the fears and feel more confident when speaking?

- *Applying everything we have learned.*
- *By workshops where we can connect the topic, and the vocabulary.*
- *Listening to the recordings after editing to notice how we are improving and if we are doing a good job. Practicing and learning.*
- *It is an opportunity to continue practicing, and in this way, I feel more confident and relaxed.*

Excerpt 9: Answers to the 10th question, final survey.

ACR Question 3: What is the relationship between the actions taken and the performance on the targets?

In order to answer this question, **axial** and **selective coding** techniques—proposed by Corbin and Strauss (1990) were applied. Corbin and Strauss defined axial coding as the process of putting the data back and establishing the relationship among the emerging categories. In a later edition, Corbin and Strauss (2008) recognized that axial coding must be hand to hand with open coding since the connections come from data. They stated that when the researcher is establishing categories, these categories are more elaborated, and as a result of this, more accurate categories emerged and the subcategories with them. (Corbin and

Strauss: 2008, 199). Saldaña (2009) reinforced Corbin’s and Strauss’ concept and purpose of axial coding. He suggested that axial coding purpose is to extend the analytical process made with open coding. Axial coding rationale regards the reorganization of data that were “split” or “fractured” during the open coding process. With this method, categories and subcategories are related and the dimensions of the category emerge (Charmaz, 2006, p. 60: as cited by Saldaña, 2009: p. 159)

In order to establish the relationship between the emerging categories and the other elements, (the possible subcategories at this point), the Strauss and Corbin *paradigm model* was followed. The elements of the paradigm model are: Causal conditions (situation or event that permitted that the phenomenon occurred), context (the properties that were valid that the phenomenon occurs, for example the location), intervening conditions (conditions or actions that facilitated or constrained the action and constrained the phenomena), Action and Interactional strategies (how the participants acted, reacted, interacted, handled with the elements previously mention in order to a phenomenon; and finally, the consequences (outcomes) (Corbin and Strauss, 1990: p. 99-115).

Category 1: Pronunciation

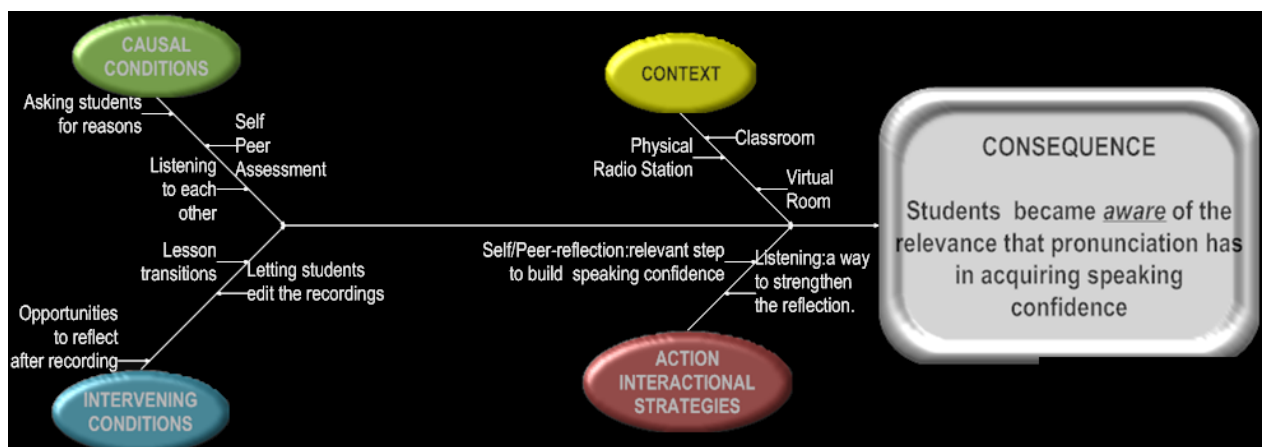


Figure 6: Paradigm model applied to the emerging category “pronunciation”

The study revealed **some conditions that** enabled students to consider that pronunciation was relevant in the process of fostering speaking confidence. One of them was their change in the way of expressing ideas, by means of interactions mediated by self and peer assessment strategies. According to Noonan and Duncan (2005), peer and self assessment are strategies to make effective the formative assessment in the classroom. The purpose of self-assessment is to develop the individual's capacity of one's performance and—citing Rohelseir and Ross (2000)—it has to do with judging the quality of one's work. On the other hand, peer assessment is for these authors a complement of self-assessment because it involves one's student assessment about the performance of a classmate. Noonan and Duncan have pointed out—based on some foundations—that peer assessment has been seen as a strategy to involve students' decisions of other's work that usually occur in collaborative projects (Noonan and Duncan, 2005: p. 2). The cooperative learning strategies applied in this study have evidenced that peer and self assessment were unavoidable results. After listening to the recordings, and as a product of the video recordings (consisting on interviews), students listened to each other's performance, and based on this, they were capable to judge their own and their peers' work, identifying students who developed a sequenced and complete work, and in general; they could establish the requirements and patterns they needed to create a better show in subsequent lessons.

Teacher: Bueno, cómo se sintieron esta vez?

Student 1: Yo bien, como siempre.

Student 2: Claaaro, mucho mejor.

Student 4: Sí, mejor.

Teacher: Y tú qué? (referring to student 3)

Students 3: Pues... yo siento que me falta todavía

Student 2: Nooo parce, si le falta pero poquito. Cierto?

Student 1: Sí marica, la vez pasada casi llora.

Student 2: Ajá, esta vez se le entendió.

Excerpt 10: Video recording transcription.

The peers' observations were beyond the "good" or "bad" comments. Their comments were more constructive and the team members looked for the way of cheering up this student who feels his/her performance was not good, as is shown in the excerpt 10. In similar studies, this fact had already identified, as Prieto (2007) mentioned in her study:

"In addition, they noticed their progress, in that at the beginning of the experience they were shy when they needed to communicate something orally but then they discovered that their partner was the teacher in some cases..." (Prieto, 2007, p. 83).

In spite of the fact that neither Prieto's nor my project were focused on self and peer assessment, those were effects that arose because of the sense or concept of the "group" changed along the study.

Regarding the **context**, the lessons took place in three different places. The normal classroom became the place for planning the show. There, students used to write the script and they made decisions about it: music, turn-taking, roles, and so on. Students were concerned of the vocabulary and expressions needed and the way to pronounce them. The physical radio station was recognized as the place for doing the recordings. Despite this location was not used to broadcast any show, its special conditions of avoiding the external noise were taken into consideration to do better recordings. There, students had the opportunity to listen their performance (by listening to the recordings) and they paid special attention to the pronunciation to establish if this aspect permitted a better comprehension of the messages. Finally, the Virtual Room was the place to "*use the magic of technology to edit the show*", incorporating the music, deleting some mistakes or, recording again. These three moments were evident in the three lessons. As for the **intervening conditions**, reflecting after the recording and the teacher's and peer's comment allowed students to recognize how they progressed in each lesson. The students took advantage of these smooth transitions in the

lesson (the different stages) to perform better. It is evident since they used the forms and the vocabulary taught in planning their recordings. Filling in and using the material provided by the teacher became a starting point to decide on strategies to practice the pronunciation.

Given the frustration that I have noticed in the students, I have decided to set up a pronunciation exercise with each group. However, I was surprised because some groups were already working in this aspect (pronunciation). This activity consisted on repeating and showing what they have found in the dictionary or in Google. Some others wrote the pronunciation.

Excerpt 11: Teacher's journal. Class lesson implementation 2

Finally, **the relationship between the action and interactional strategies** is demonstrated when—as shown in the Excerpt 10—the students changed the attitudes towards listening to their products and they provided a sort of constructive feedback to their peers, and as a result, focusing on the strengths more than on the weaknesses. Contrastively, the self feedback is harder in some cases and is the assistance of their peers that help these students who feel weak that provoked the awareness, and as a consequence, a better performance.

*Finally, Student 3 recognized the mistake and let know their peers of it:
"Listo, esta vez si no voy a decir TODAY "

The pronunciation of "today" used to be Spanish-like.*

Excerpt 12: Teacher's comments. Audio-recording.

All the elements above revealed that the **consequence** or outcome is that students became aware of the relevance that pronunciation has to feel more confident. They decided on listening to oneself and the other members of their team, and based on it, to express the growth related to the pronunciation, as seen in the Excerpts 10, 11, and 12.

Category 2: Practice

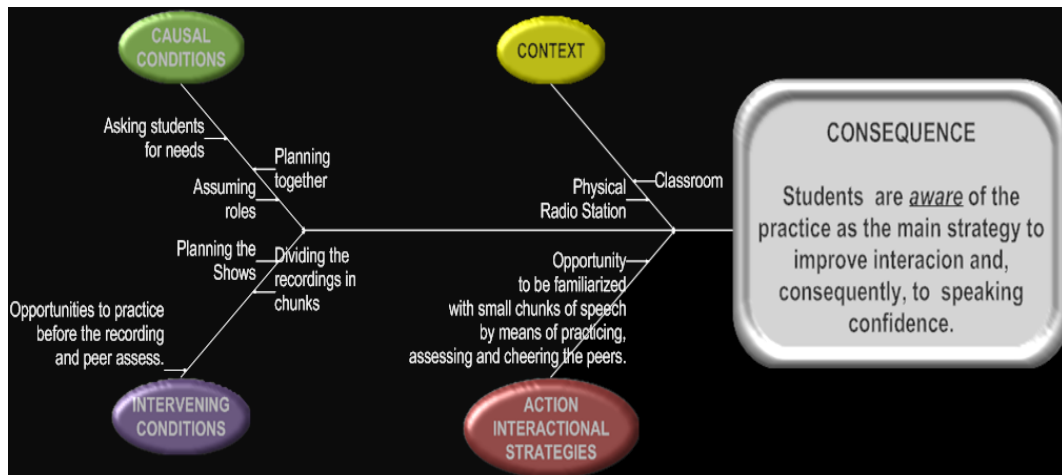


Figure 7: Paradigm model applied to the emerging category “practice”

The planning stage is the main **causal condition**. It enabled the groups to make decisions about what was going to be said by each member of the group, to assume roles (student in charge of the music, student who begins the show, etc.). As a result of this planning process, students took advantage of these moments to practice the show. The lesson moments and the selected locations allowed students to decide on the selection of practicing times, which constitutes a similarity to the findings revealed in the former category analysis. In contrast, students were active participants in the **intervening conditions** since they also decided to extend the use of recordings as an extra aid to practice. They listened, evaluated and based on what they have listened to, they recorded again. As seen in Table 10, the progression in the decisions (concerning practice) started with the reflection after the first recording (at the end of the lesson 1), the decision of recording by chunks or lines and to try over before the recording (lesson 2). On the other hand, the excerpt 3 presents some encouraging expressions used by one student in order to assist their peer to explain how they can practice (“Hágale que es fácil”), after experiencing the strategy in lesson 2 (repeating by chunks). These strategies are examples of the interpersonal and small-group strategies that—according to Gillies (2007)—have as benefit better relationships based on avoiding the exclusion of students by their peers (Gillies, 2007, p. 5). Starting the second recording stage,

(and after reflecting about the first recording), a decision of permitting students to record by chunks worked. The relationship between the **action and the interactional strategies** evidenced that the chance to record sentences individually eased the practice (repeating many times) and as a consequence, students recognized their mistakes and avoid making them, as shown in the Excerpt 12. The strategy of repeating and letting know the others what should be avoided (“mistakes”) is what Oxford called helpful anxiety. When the student mentioned that he was not going to pronounce wrong the word “today”, he was alerting himself and this is the strategy used to overcome a difficulty and consequently, showing how the competence is improved. The recording by chunks also facilitated peer listening, correction and peer encouragement. From the second recording session, students decided to forget about the written script and made repetition exercises without reading. Practice was made both individually and in groups. Various feelings and behaviors of challenge were noticeable. For example, students hid the written scripts and/or bet about who was the best to perform without the script. These facts demonstrate that the principles of interpersonal skills proposed by Gillies (2007), regarding the active listening to each other and the use of constructive criticism helped to consolidate feasible students’ interaction practices, and in this way, it was possible to face on the fears that students had before the implementation. All the elements and evidences presented above, suggest that the **consequence** that arises after applying the paradigm model is that students are aware of the practice as the main strategy to improve interaction, and consequently to feel more confident.

The figure below (Fig 8) illustrates the emerging categories and sub-categories.

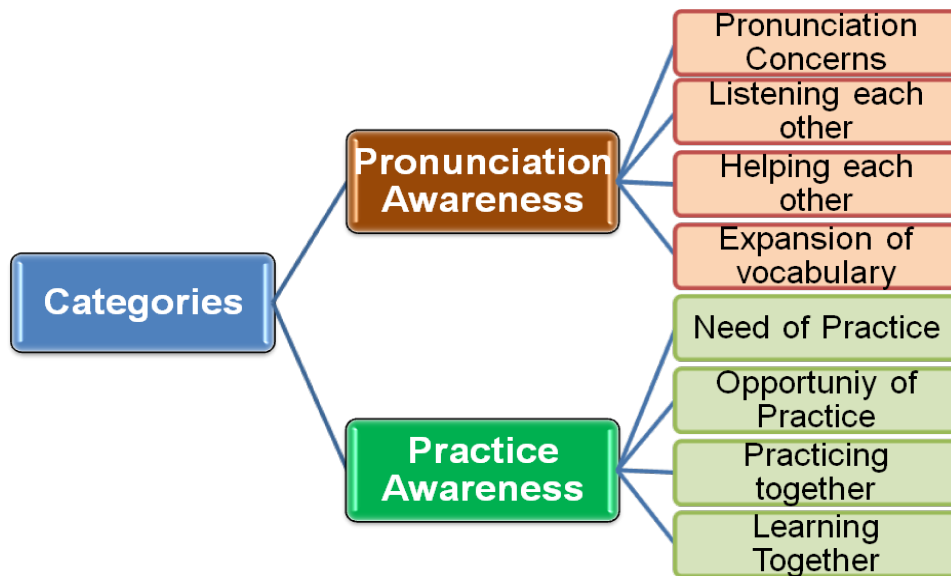


Figure 8: Categories and sub-categories

The first main category, *Pronunciation Awareness*, pinpoints the importance that students give to the pronunciation as means of feeling more confident when speaking. The subcategories: *Pronunciation concerns*, *listening to each other*, *helping each other*, and *expansion of vocabulary*, strengthen this feeling of awareness. In the initial survey, the 68% of the students expressed that a reason why they do not feel confident is because they know that they do not pronounce well. During the implementation, the teacher's journals evidenced the students' concerns regarding pronunciation; when planning the shows students usually considered the pronunciation issue. The final survey—applied after the implementation—showed that 75% of the students felt that the use of the target language in the class increased fairly (60% - 70%). 35% of these students expressed that it was because they feel that their pronunciation was better.

During the implementation lessons, a concern of obtaining information regarding the pronunciation of the words was constant. They progressively looked for different resources to do so. In the first planning session, the only resource was the teacher. In the following sessions, they found other resources, mainly websites. They explored and explained to their

peers how to use them, and how to take advantage of the planning time in the classroom. Additionally, they took advantage of the recordings as strategy to revise their pronunciation. The feedback provided by their peers was constructive in terms of making mistakes as part of learning, for example, citing the peer's attitude in the previous sessions ("Sí marica, la vez pasada casi llora"), as Excerpt 10 shows. This encouraging comments made by their peers, changed the way of listening and reflecting upon individual oral production. Likewise, students used the anxiety produced before the recording as a challenging opportunity to improve.

The second main category, *Practice Awareness*, refers to the recognition that students give to practice as strategy to achieve confidence. The subcategories, *Need of practice*, *opportunity of practice*, *practicing together*, and *learning together* confirm such acknowledgment. Along the project study, students' views were reiterative in terms of the needs of practice and the opportunities that the lessons planned for the present study offered doing it. Similarly, they recognized that is more appealing to practice with their peers (in the cooperative teams), and in this way they learned together. Applying the interpersonal and small-group cooperative learning skills improved the relationship among the teams' members since the motivation arose not only to have a successful individual performance, but also, according to Johnson (2003, as cited by Gillies, 2007), to facilitate learning in others. (Gillies, 2007, p.42) The effectiveness in communication (product of interpersonal skills: Actively listening to each other, stating ideas freely, accepting responsibility for one's behaviors and providing constructive criticism), enabled a motivation to practice; that is, to make exercises of repetitions. At the end, the students did not ask for approval from the teacher, but it was product of a self reflection. It was demonstrated that students already knew what the correct meaning of the words were, and that what they needed to do to overcome their pronunciation difficulties was to ensure the accurate pronunciation of the word (by repeating it many times).

The same exercise was applied in group. Each team made repetition of exercises of the whole script that they have created. Accordingly, they decided on the progression of the practice:

The group starting practicing the script first Reading, then the members took the time to read alone one line, and then they joined to practice the line learned hiding the paper with the script.

Excerpt 13: Teacher's journal. Planning session 3

The feedback of the first recording enhanced students to look for and decide on strategies to feel more confident in the recording moment. These strategies were discussed in student's native language, they agreed on them and they found the benefits to use them. It was evident in the previous moments to the recording stage since they expressed that *they already knew their part*". This decision-making behavior relates to what Gillies (2007) called "Sharing tasks" and "Making decisions democratically", as small-group skills. The Decision-making strategy was a facilitator to a confident environment and better products (recordings).

Category 1: Pronunciation Awareness

Subcategory 1: Pronunciation Concerns

This aspect emerged in response to the different students' answers in the initial and final surveys, as well as the interviews presented in the video-recordings and the teacher's journals. *Pronunciation concerns* is defined as a concern that students experienced when they had to face on speaking-based activities. It was evident in the planning stage, when students asked not only for the meaning of the words, but also for the pronunciation of them. The relationship between pronunciation concerns with the development of speaking confidence suggests that if students believed they know how to pronounce words well, they were more likely to make themselves understood and they believed they can speak well. It matches my initial beliefs prior the research study: Students did not participate in the oral activities due to

the “the fear of not being understood” This feeling and the way to deal with it is called by Bandura (1994) “*Self-Efficacy*. This author defines it as:

“People's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes.” (Bandura, 1994, paragraph 3)

For Bandura (1994), when people has a high level of self efficacy, their motivation to face on the failure is stronger, and as a result of this, they easily recover this efficacy after making a mistake. On the contrary, when the self-efficacy level is low, the efforts to overcome a failure are not enough, and the feeling of frustration impedes learners to see mistakes and errors as part of their learning.

Subcategory 2: Listening to each other

This subcategory became the result of applying Gillies’ (2007) interpersonal skills. They built a more reflective position beginning with an active attitude to listen to each other in every stage of each implementation lesson, but especially when they listened to the recording. They neither laughed nor had intimidating attitudes, basically because they recognized that everyone made mistakes, which was part of the natural process in learning a foreign language. Therefore, *Listening to each other* regards to the active attitude that students developed in connection with their peers’ pronunciation skills process. There were two purposes of listening to each other: The first one was related to the planning stage: To share ideas and agree on decisions, to establish how the process of pronunciation skills influences the success of the group regarding the achievement of the common goal (to perform a recording clearly understood) and, to function as a group to achieve individual and team speaking confidence, that according to Johnson (2003, as cited by Gillies, 2007) is used to facilitate the learning of the other members of the group. It is the result of an improvement

of the relationships and the effective communication, evidenced in the way students faced on those who, somehow, are impeding them to perform the show as they have planned. The excerpt 3 shows how a student assisted her peer in achieving a common goal (the show). She did not criticize her classmate; instead, she encouraged him in performing better, showing that he has demonstrated to be capable to do so.

Subcategory 3: Helping each other

This subcategory became a complement of the previous one. The result of being active listeners demands to help each other to achieve the common goal. In a study that Gillies and Ashman (1998) conducted about the effects of structured and unstructured cooperative groups (Ashman, 1998, as cited by Gillies, 2007, p. 41), they found that when children had been trained to work together (structured groups) they acquired the interpersonal and small-groups skills, and accordingly, they consistently became more cooperative and helpful. In this study (with a teenagers' target population), conflicts always occurred, but the training that students received about interpersonal and small-group skills permitted them to deal with these type of situations, and solve them. For the learners the final product (the recordings, and therefore, the show) was the focus of attention. *Helping each other* relates to the achievements when listening to each other. Its purpose is to contribute with the attainment of a collective goal by means of self-and peer's motivation to pronounce better, using certain strategies to do so and assisting each other to gain speaking confidence. A change in the attitude of listening, enhanced students to be more constructive when giving observations to their peers, and at the same time, with the positive comments produced by the students' peers, a convenient learning environment was created, and consequently, the conditions for an effective learning process were given, with the cooperation of an engaged learning group.

Subcategory 4: Expansion of the vocabulary

The data collected permitted to identify a secondary concern regarding the lack of vocabulary. Along the development of the implementation lessons, students' concerns about vocabulary emerged. They were concerned about the new lexical units and the corresponding pronunciation. Before conducting this project, students did not pay attention to the pronunciation, but just to the information about the meaning of the required words in a specific text. This change in behavior and attitude suggests again the importance that students have given to the state of "being understood" and the attention given to the expansion of vocabulary and the process of incorporating new words or expressions to their lexical background. This assumption is connected with Oxford's theory of *language learning anxiety* (2002): Students think that the teacher expects a 100% perfect outcome. This time, the study proved that instead of having a harmful anxiety, students faced on learning new words and ways to express what they wanted, turning this type of anxiety on a helpful and positive one. Thus, the *expansion of vocabulary* is conceived as the students' challenging attitude of developing pronunciation skills through the acquisition of new vocabulary needed to transmit an understandable message. Lack of vocabulary was seen as one of the concerns or reasons why students felt anxious when participating in oral activities. When students were exposed to participate in oral activities, this situation (oral activities) produced what Oxford (1999) calls **state anxiety**; in other words, oral activities produced anxiety. The main reason regarded lack of vocabulary, evidenced when students tried to face on their anxiety by asking the teacher for the way to say what they think. The body language and the use of fillers ("eh", "uhm") showed that students did not feel comfortable in such situation. Contrastively, when students had the opportunity to explore the ways to express what they want and apply the vocabulary learned in oral activities, this opportunity became the "healthy environment" that Hughes (2002) refers to, which Chou (2004) subsequently applied in her study. Therefore, they took

advantage of their anxiety, and this fact generated a need to improve, instead of a feeling to be frustrated.

Category 2: Practice awareness

Subcategory 1: Need of practice

The initial survey and the reflections after each recording allowed the students to conceive an improved strategy the development of further practice for subsequent recordings. This is to say, structuring speech lines to be continuously repeated by each one of the teams and members involved. Data analysis showed that in the lessons corresponding to the second and third implementation, students informally went over a trial practice time before they actually started recording. In the third implementation, they asked to record twice: One for checking general performance through close listening and reflecting practices, and the other, being the final product (the show). For that reason, the subcategory *Need of practice* might be defined as the requirement that students acknowledged to have in order to improve their performance in the subsequent sessions, creating a more comfortable environment, evidenced in the familiarity with the scripts. Such comfortable feeling allowed students to assume a positive and motivating attitude that eased the comprehension of the input received, and they were able to follow, Krashen's assumption (1974, as cited by VanPatten and Williams, 2006) called, "*predictable paths with predictable stages in the acquisition of a given structure*" (VanPatten and Williams: 2006, p. 31). After feeling comfortable, students realized that there are common routes to acquire a second language, in the same way that they acquired the native one. This discovery also enabled them to trace the development towards their speaking confidence.

Subcategory 2: Opportunity of Practice

The opportunity of practice is the result of the reflection regarding the first subcategory: *Need of Practice*. The reflection after the first recording allowed the nurture of opportunities that motivated students towards practice and prevented self-frustration feelings. That is why the strategies of recording by chunks, trialed before the recording, and using a previous recording as moments to carry out reflection processes became opportunities of practice. This is an application of what Hughes (2002) pointed out about the importance of the environment to feel more confident when speaking, and what Oxford (1999) suggests about the helpful anxiety. When the students identified the difficulties when participating in the recordings and looked for strategies to work on them, they created the alert to avoid making mistakes and consequently, they felt more confident because they knew which aspects impeded them to perform and feel confident at the same time. These moments were primarily a product of the teams' decision-making. To sum up, the *Opportunity of Practice subcategory* could be pictured as the as the events, situations or actions that provided students different moments to take action on some issues that they considered, needed further improvement.

Subcategory 3: Practicing together

In the previous category, the interpersonal and the small-group skills had as a result a new listening attitude for providing help to the peers and in this way, to achieve the common goal (The Show). These skills were complemented with one of the advantages that Gillies (2007) has established related to cooperative learning: Promotive interaction. For Gillies this key component facilitates the encouragement and each other's efforts when they work together. The students achieve so by sharing information, assistance and feedback to their peers to help them improve performance and decide on strategies to fulfill the task. (Gillies, 2007, p. 36). In the case of this action research study, the interaction was evident when students not only were concerned about the individual performance, but also they supported

their peers and in this way, each individual contributed to complete the task. It was demonstrated in the individual students interest's to assist their peers to continue practicing and it is necessary to insist on the benefits to have done so. Cambourne (1998, as cited by Kessler, 1992) pointed out that there are eight conditions that make successful the language learning when working with others. Those which are relevant for this action research are *Engagement*, referred to the demonstration that learners find available to improve the production; *Responsibility*, related to the own compromise of learning; and *Use*, connected to the applicability of what has been learned (Kessler, 1992, p. 55). In the case of this study, the engagement was seen when the “helper” was seen as model of practice, but also when the student who had not found the confidence, considered—based on cheering comments, to follow his/her own model (what I did wrong vs the accurate way to do it) and consequently, find the comfortable state that encouraged the strengthening of oral participation. This explanation suggests that *Practicing together* is then the main strategy established as product of an explicit or implicit decision in the team members in order to make an effective use of the moments during each implementation session and which purpose is to ease and motivate each other to achieve the group's common goal, and to foster and maintain students' speaking confidence.

Subcategory 4: Learning Together

The planning stage in each implementation lesson stimulated students (individually) going beyond the language content received in the input sessions (See ACR question 1), in a way that they looked for new words and expressions that empowered the teams to fulfill their expectations.

The students were too worried for planning and presenting programs that were closed to their interest (talking about classmates, common topics like football...)

Some members of the group faced on this concern by sharing with others what they have found on the Internet or other English books in terms of vocabulary. Then, they explored in different sources (asking for teacher's assistance, dictionaries, and Internet) about the pronunciation and the appropriate use of the word in a given context (collocation). Without noticing it, they contributed to create a healthy learning environment, and demonstrated applying some of the social strategies proposed by Oxford (1990): (a) Asking questions (asking for clarification or verification and asking for correction), (b) cooperating with others (cooperating with peers and cooperating with proficient users of the new language), and (c) empathizing with others (developing cultural understanding and becoming aware of others' thoughts and feelings) (Oxford, 1990, p. 145). What students did was—according to Oxford—to improve language learning by means of involving other people. This is somehow what Chou (2004) demonstrated in her research study. Her students became capable to participate in oral activities because they felt “saved” to do it since they collaboratively—with the assistance of the teacher—built a healthy environment. Similarly, Urrutia and Vega (2010) established “students' perspectives” as one of the emerging categories. These perspectives included benefits of games such as cooperation, self-confidence, knowledge of vocabulary, better English understanding, improvement of pronunciation and speaking (Urrutia & Vega, 2010, p. 21). Analogous insights were identified by the students after the implementation in the present action research study. These facts are features of a secure environment and consequently, an aid to promote speaking confidence.

The reflection presented above suggests that *Learning Together* category suits the social effect of cooperative learning; new information was shared and consequently, the students became aware of a better understanding not only of the language topic, but also of the radio language. The interest was usually individual although the benefits and the outcome are evidenced in the team's performance (recordings). Mercer (1996, as cited by Gillies,

2007) mentioned another relevant issue regarding the benefits not only for the student who needed the assistance, but also for the one who helped. When the “helper” (as Gillies called him/her) provides clarifications and assistance, the elaboration of the cognitive understanding is better than the one that was previously held (Gillies, 2007, p. 37). In the sessions, the students who felt more confident assumed a role of helper and they were converted to the model for those who did not feel confident. Those learners (the helpers) were not only in charge of assisting others. They became aware of the knowledge obtained and how this new knowledge could contribute with the team’s goals achievement. This additional benefit also contributed, to enhance speaking confidence.

Further discussion

To begin, it is possible to say that Interpersonal and Small-group skills cooperative learning-based strategy enabled students to identify the reasons why they did not feel confident when speaking as well as the needs required dealing with them. This achievement (identification of reasons) is clearly explained by Oxford (1990, and 2002) and Brown (2007). Identifying the reasons is a starting point to face on the anxiety that oral activities produced in the students. Likewise, adopting Gillies’ strategies (Interpersonal and Small-group skills), students were allowed to cultivate social strategies that eased the incorporation of new information (vocabulary, pronunciation of this new vocabulary) to feel more confident in the recordings (students’ oral production in this study). In the same way, the Interpersonal and Small-group skills helped participants to change their attitudes, contributing with teams’ tasks and assisting each other. It was through the application of Gillies’ interpersonal and small-group skills (2007) that students were provided opportunities to learn how to listen to each other and develop a critical assessment in a constructive way. In addition, they were able to transcend from an individual task decision-making level to a collective decision-making process on show production.

The students used some expressions of encouragement with their peers to enhance the development of a better performance. This encouragement was usually produced in the native language, but it also proves to be an efficient activator.

Those are some ways—according to Gillies (2007)—of creating a cooperative learning environment. The change of attitudes, evidenced in these encouragement expressions, permitted students to feel confident and motivated to participate in the task, being committed to support the team's vision without fear of being ridiculous in front of their peers.

This project has also demonstrated that participating in a radio show was an appealing opportunity to use students' knowledge and expand it to develop speaking confidence in English by means of practicing, recording, listening to, reflecting and editing (or recording again if necessary). The radio show—as final product—allowed participants to work on their pronunciation needs, derived from their explicit concerns related to speaking confidence at earlier stages of the project. Following the strategies previously mentioned, the study validated Montoya and Villa (2006) assumptions regarding the way students spoke without being observed (resembling a radio show performance). Students felt they were in a healthy and confident environment that eased their production and raised their confidence when speaking.

CHAPTER 6: Conclusions

Action research is a dynamic and a reflective process that encourages teachers to be active participants in the innovation of the teaching practice and the educational system. Conducting an action research study implies to plan careful objectives, and the steps that will permit to achieve these objectives. This action research project guided students to be aware and reflective in terms of identifying reasons for the lack of confidence and the possible solutions to overcome the problem. This is the first time that the participants have the opportunity to reflect upon their difficulties and propose solutions of improvement. It became a crucial step in developing speaking confidence since learners were able to identify their own weaknesses and strengths and therefore, could decide both individually and in group actions throughout the process.

In regards to the cooperative learning strategy (interpersonal and small-group skills) used in the study, it was meant to be a starting point from which students emerged to conduct through a decision-making process that influenced their performance. Likewise, providing constructive criticism was the manifestation of a new behavior, that enhanced peer and self-assessment practices. Being able to give and receive constructive criticism strengthened the relationship in each team. These changes permitted the creation of a healthy environment (Hughes, 2002) that progressively enabled the achievement of these strategies by means of listening to each other and giving encouraging advice.

On the other hand, this study permitted students to apply their previous understanding of radio as well as expand the newly acquired knowledge. This information was primarily taken as a means to overcome a socio-affective issue (lack of confidence) that interfered with the development of speaking competence, The students constructed and were immerse in a

safer environment (classroom and its organization to apply the Interpersonal and Small-group skills strategy and deriving relationships established there). Such context motivated learners to go beyond the tactics provided in the sessions and look for an additional one that supported what they wanted to present in the radio show (the physical radio station and the virtual room). This information was shared and accepted in the teams as part of individual contribution to a teams' growth. Likewise, a positive interdependence was generated, as the members were connected in a way that one cannot succeed unless others do. Consequently, their attitudes evolved from intimidating others to be constructive in learning.

Through the discovery of learning awareness, the students identified the reasons that impeded participating in oral activities. Based on these reasons, they searched for mechanisms that helped to overcome their difficulties: repeating by chunks, encouraging classmates in the target language, recording previously to revise their performance, reflecting and recording again. As a result, the learners found a way to create the healthy environment that they were demanding.

Such *awareness* was classified in two categories: *Pronunciation awareness* and *practice awareness*. For the students, the good pronunciation provided the confidence to feel that their message is clearly understood. Implementing the strategy designed (based on Gillies' Interpersonal and Small group skills) empowered the students to think about new ways to act in team, assuming a new attitude, evidenced in the way they listened, and consequently, helped each other towards the accomplishment of the team's goal (the radio show). The students' interest to be understood was also denoted by their attitude to expand their vocabulary. Before the implementation stage of the study, they were only attentive to the written way of words; during and after the implementation stages, recognizing the pronunciation was a crucial aspect for them.

Significantly, the strategy that the students found of a great applicability and efficiency to fulfill their pronunciation needs, was the constant repetition before performing the show. Having practice *awareness* helped students to reduce their anxiety while they prepare, develop and conduct the show.

To conclude, the cooperative learning-based strategy—framed under the foundation of Gillies' (2007) interpersonal and small group skills—helped the students to build a secure environment. Based on, as Oxford cited, *cooperating with others* as a way to apply social strategies, students agreed procedures to work together on an activity that had a common goal (the production of the show). Furthermore, participating in the show demanded from the students what Oxford (1990) called *empathizing with others* which for the present study meant *becoming aware of others' thoughts and feelings* (Oxford, 1990, p. 173). Students demonstrated a more positive attitude as a result of the change of listening as a resource to advice to their peers to perform better in terms of pronunciation (their main concern) for the coming recording sessions. Therefore, students' confidence increased since their attitudes modified to a motivation for performing better, based on their self-reflection and peer-assistance. As a consequence of increased motivation, it is possible to say that speaking confidence in 8th graders from La Chucua School was fostered, not only because it enabled social interactions, but also because it influenced the academic performances of learners in the English classroom.

Limitations

During the development of this project there were some unexpected results originated by specific limitations that were evidenced during the process. They were:

1. Time Management

To conduct a study like this, it is necessary to provide enough input regarding radio, radio language, webcasting, and technical issues among others. At the beginning of the research study four lessons have been planned (each one with the correspondent input, planning, recording, and editing sessions) and the percentage of sessions had been distributed differently. Some school events (that were not organized at the beginning of the school year) affected the continuity of the implementation lessons. This fact provoked an interruption in the process in October. For that reason, the implementation continued at the beginning of the academic year (2010), and there was a reduction of the lessons because coping with the different sessions already mentioned was necessary, so three lessons were planned, the time for the planning sessions increased and the input sessions reduced.

2. Modifications in the target group

Since the implementation process continued at the beginning of school year, the population was changed by that time. Some students moved other schools, some others to the other 8th grade group and new students came to integrate the class. Consequently, the radio teams lost some of the members and there were only twelve students from the original group. The implementation was finished with these twelve students, and reorganizing the groups was necessary. Under those circumstances, the process of learning and applied interpersonal and small-group skills required to be commenced again, and its development took more time than expected. Fortunately the students were motivated enough to continue working and the adaptation to the new team was successfully developed.

3. Academic workload

At the beginning of the school I was assigned to another 8th group. A new application of strategies was necessary and intervening stakeholders were appointed to collaborate (consent letters, new action plan design researcher's role modifications, scheduling new sessions, etc.). Finally, the decision made was to present a formal requirement (by a letter) to return to the original group. It took time to reorganize the schedule, but at the end the coordinator accepted the requirement and modified the schedule, therefore I continued with the implementation until February, 2010 (a month later that I have planned)

4. Technical

It was planned to set the recording and editing session in the virtual room. The devices were not updated on time, and additionally there were some restrictions to download software, even if it was a free/open source material. A formal letter to the department in charge of giving the permissions (in the Secretaría de Educación of Bogotá) was submitted and later accepted. However, it was not possible to use the computers for this purpose since microphones did not work, and there was also a non-compatibility of Winamp™ and Shoutcast™ with the operative system that the computers had. Using the teacher's laptop was necessary, and the process of recording and editing shows became slower in the last stage of the implementation. In the end, only three shows were completely finished, and those were the shows that are now available online. In this moment, the other shows are being edited by some students. An additional limitation was that for some students doing the activities at home was not possible because of parents' restrictions to download and install software.

Pedagogical Implications

Conducting a project like this implies to have or acquire a wide knowledge of the content area (in this case, Radio shows). If this is not feasible, it would be useful to create a collaborative team of teachers, or ask for assistance to an institution specialized in this field. In this way, a multidisciplinary project could be designed and the students could have the opportunity to integrate different information from different courses in order to achieve a common goal.

This integration of different disciplines would suggest a change in the schedules and school routines. It is crucial that the projects are developed with the support from the directive staff of the educational institution. Likewise, providing opportunities to the students to visit a real radio station (in order to cultivate the interest that students could have in mass media) could be seen as further and productive strategies.

Young learners will always like mass media, so leading or conducting a project that involves communication and certain media resources will be very interesting, appealing and meaningful for them. They are especially interested in transmitting their thoughts and expressing their feelings. Integrating the affective filter (Krashen, 1974 as cited by VanPatten and Williams, 2006), mass media and language issues could be integrated to foster motivation and more meaningful usages of the target language.

Further Research

This action research study focused on fostering confidence in speaking. A valuable result was the acquisition of awareness in students. This group of learners is now aware about making mistakes as a natural stage of the learning process. It is similarly important to highlight the change in the attitudes of the students in general when someone makes a

mistake. One of the primary further research areas is developing oral skills through the implementation of this interpersonal and small-group skills strategy. Given that students can identify the pronunciation as an aspect that they need to work on, they could use this gained knowledge to start a subsequent study founded, additionally to Gillies' proposal, on Oxford's statement about applying indirect strategies to the four language skills, and more specifically, the social strategies: *Asking questions, cooperating with others, and empathizing with others* (Oxford, 1990, p. 169). In this way, the interpersonal and small-group skills strategy will be strengthened and will help students to become more proficient because, according to Kessler (1992), (1) the input received will be more comprehensible, product of peer interaction, (2) they will have better developed listening skills that will help oral performance, (3) they will receive instant response of their participation from their peers, and (4) relate new information with their previous knowledge, among others (Kessler, 1992, p. 60). Cooperative learning in general and the interpersonal and small-group skills strategy in particular implies interaction, and such interaction will be the pathway to achieve the improvement of oral skills.

Maintaining the target group will be crucial to continue with the project. New genres of radio show, new language aspects and new vocabulary are necessary aspects to strengthen and expand the current study. The target group could be the leading group that will allow other grades' students to integrate a multidisciplinary team that will be more independent and autonomous in terms of decision-making.

Considering the issue related to the need of extensive knowledge regarding radio and the relevance to provide input in this aspect, a content-based project is useful. It would perfectly integrate the school project called "Emprendimiento" since it relates to the motivation that students should have to become more productive in their community and the society. Using mass media (radio) will enhance the development not only of the language skills (in this case, oral skills), but also of a productive attitude, making students think that

they can contribute with the growth of their community (main objective of Emprendimiento project.)

Regarding content-based learning, the Cognitive Academic Language Learning Approach (CALLA) could be implemented in further research opportunities, given the focus of this approach from a collaborative work perspective among the teachers. It will benefit the students' integration of knowledge. CALLA is an instructional model that provides instruction in learning strategies that assist students in connecting the national curriculum standards the learning of both, language and learning, and facilitating the independence in learners, in terms of evaluating their own learning (Chamot, et al, 1999).

Finally, in order to look for financial support, this study will be presented to the Instituto para la Investigación Educativa y Desarrollo Pedagógico (IDEP¹⁰) Bogotá, not only to show this successful experience—in my opinion—, but also to find support to further develop this project in other public schools settings.

¹⁰ IDEP: An institution that promotes the research in Education to innovate the teaching practice.

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APPENDICES

APPENDIX 1

CONSENT LETTERS

COLEGIO LA CHUCUA

INSTITUCIÓN EDUCATIVA DISTRITAL

Bogotá, D.C. julio de 2009

Proyecto de Investigación: Fomentando la confianza en el habla (Fostering Confidence in Speaking)

Maestría en Didáctica del Inglés con énfasis en Ambientes de Aprendizaje Autónomo

Rectora: DOLLY CONTO DE LOBOGUERRERO

Ciudad

Respetada Señora

Con el deseo de promover la confianza para hablar utilizando la lengua extranjera inglesa, se pretende desarrollar un proyecto de investigación llamado ***Collaboration and Cooperation in an online radio show to Foster confidence in speaking***, dirigido a los estudiantes de octavo grado, con el objeto de diseñar actividades que fortalezcan el trabajo en equipo, a fin de dinamizar las clases de inglés en el aspecto del habla, siendo esta una de las mayores dificultades observadas en la institución.

Para este propósito se llevarán a cabo talleres de habla y radio escolar en las horas de clase donde los estudiantes participarán activa y voluntariamente y guiados por el docente del área.

Para hacer el seguimiento del desarrollo de este proyecto se realizarán algunas audio y video grabaciones, las cuales servirán de soporte para analizar la participación y desarrollo de la competencia hablada de los estudiantes.

A los participantes se les garantiza estricta confidencialidad con la información que se obtenga y este proyecto no tendrá incidencia alguna en las notas correspondientes al curso.

Para que quede constancia que conoce esta información y la aprueba para ser desarrollada en su institución, solicito de manera atenta, firmar el presente consentimiento y de la misma manera autorizar la utilización del Aula Virtual Interactiva, para poder instalar el software necesario y desarrollar las prácticas requeridas por parte de los estudiantes.

Agradezco de antemano su atención y colaboración.

Atentamente,

NUBIA CONSUELO LEMOS TELLO
Docente de Inglés – Jornada Mañana

AUTORIZACIÓN

DOLLY CONTO DE LOBOGUERRERO

Rectora

COLEGIO LA CHUCUA
INSTITUCIÓN EDUCATIVA DISTRITAL

Formato de Autorización – Padres de Familia

Bogotá, D.C. julio de 2009

Proyecto de Investigación: Fomentando la confianza en el habla (Fostering Confidence in Speaking)

Maestría en Didáctica del Inglés con énfasis en Ambientes de Aprendizaje Autónomo

Señores Padres de Familia – Estudiantes Octavo Grado
Ciudad

Respetados Padres de Familia:

Con el deseo de promover la confianza para hablar utilizando la lengua extranjera inglesa, se pretende desarrollar un proyecto de investigación llamado ***Collaboration and Cooperation in an online radio show to Foster confidence in speaking***, dirigido a los estudiantes de octavo grado, con el objeto de diseñar actividades que fortalezcan el trabajo en equipo, a fin de dinamizar las clases de inglés en el aspecto del habla, siendo esta una de las mayores dificultades observadas en la institución.

Para este propósito se llevarán a cabo talleres de habla y radio escolar en las horas de clase donde los estudiantes participarán activa y voluntariamente y guiados por el docente del área.

Para hacer el seguimiento del desarrollo de este proyecto se realizarán algunas audio y video grabaciones, las cuales servirán de soporte para analizar la participación y desarrollo de la competencia hablada de los estudiantes.

A los participantes se les garantiza estricta confidencialidad con la información que se obtenga y este proyecto no tendrá incidencia alguna en las notas correspondientes al curso.

Para que quede constancia que conocen esta información y aprueban la participación de su hijo (a), por favor firmar el presente consentimiento.

Agradezco de antemano su colaboración e interés.

Atentamente,

NUBIA CONSUELO LEMOS TELLO
Docente de Inglés – Docente de Inglés
Grado Octavo – Jornada Mañana

AUTORIZACIÓN

Nombre Estudiante:

Firma padre, madre o persona legalmente responsable del estudiante

¿AUTORIZA LA PARTICIPACIÓN DE SU HIJO?

SI

NO

APPENDIX 2

HEAD MISTRESS LETTER OF REPLY



ALCALDÍA MAYOR
DE BOGOTÁ D.C.

Secretaría

Educación

COLEGIO LA CHUCUA

Cra. 72 I 42F-54 Sur Tel. 7411836

NIT. 830042690-3

Bogotá, 19 de Agosto de 2009

Señores
UNIVERSIDAD DE LA SABANA
Chia

Asunto: Autorización Proyecto de Investigación

Respetados señores, doy el consentimiento a la docente NUBIA CONSUELO LEMOS TELLO de la Jornada Mañana, para desarrollar el proyecto de investigación llamado *Collaboration and Cooperation in an online radio show to Foster confidence in speaking*, dirigido a los estudiantes de octavo grado-2009, con el objeto de diseñar actividades que fortalezcan el trabajo en equipo, a fin de dinamizar las clases de inglés en el aspecto del habla, siendo esta una de las mayores dificultades observadas en la institución.

Para este propósito se llevarán a cabo talleres de habla y radio escolar en las horas de clase donde los estudiantes participarán activa y voluntariamente y guiados por el docente del área. En cuanto al seguimiento, se realizarán algunas audio y video grabaciones, las cuales servirán de soporte para analizar la participación y desarrollo de la competencia hablada de los estudiantes.

Para que quede constancia que conozco esta información y la apruebo para ser desarrollada en la institución, por lo expuesto anteriormente firmo el presente consentimiento y de la misma manera autorizo la utilización del Aula Virtual Interactiva, para poder instalar el software necesario y desarrollar las prácticas requeridas por parte de los estudiantes.

Agradezco su atención

DOLLY GONTO DE LOBOGUERRERO
Rectora

APPENDIX 3

INITIAL SURVEY

IED LA CHUCUA SCHOOL

SURVEY ABOUT SPEAKING CONFIDENCE

Welcome to the survey!

La presente encuesta tiene como objetivo determinar el porcentaje de habla en la clase de inglés, así como tu grado de confianza respecto a esta habilidad. Agradezco de antemano tu sinceridad para diligenciarla

*1. ¿Qué tanto utilizas realmente el inglés en la clase? Esto en el sentido de HABLARLO.

- Todo el tiempo
- Frecuentemente
- Algunas Veces
- Rara vez

*2. ¿En qué situaciones de la clase hablas en inglés?

*3. ¿Cuántos de tus compañeros has visto que utilizan el idioma inglés para interactuar en la clase?

- Todos
- La mayoría
- Algunos
- Pocos
- Ninguno

*4. ¿Qué cantidad de información das hablando en inglés?

- Mucha, más de lo que he aprendido en clase o me ha indicado la profesora.
- Poca, sólo lo aprendido en clase o lo que me indica la profesora.
- Nada.

*5. Cuando la profesora habla en inglés, tu:

- Entiendes todo o casi todo y le contestas (intercambian información).
- Reconoces la idea general y no le contestas nada o con "monosílabos".
- Entiendes muy poco o nada y no contestas.

*6. ¿Con quién te gusta interactuar (hablar en inglés) en la clase?

- Con la profesora
- Con los compañeros
- No te gusta hablar en inglés o te da temor.

7. Te da temor hablar en inglés como lo haces en español?

- a. Si _____
- b. No _____
- c. Más o menos _____

SI LA RESPUESTA AL PUNTO 7 FUE "SI" O "MÁS O MENOS", CONTESTA LAS PREGUNTAS

8 Y 9.

*8. ¿Cuál es tu mayor temor cuando te piden que digas algo en inglés?

- Que los compañeros se burlen.
- Que los demás te digan que no entiendan lo que dices.
- Que la profesora te corrija la pronunciación.
- Otro (Por favor especifica) _____

*9. ¿Por qué te produce temor o ansiedad hablar en inglés?

- Porque sientes que tu pronunciación no es buena.
- Porque no tienes el vocabulario suficiente.
- Porque en la clase no hay muchas oportunidades para practicar.
- Otra (Por favor especifica) _____

*10. ¿Crees que el tema de "RADIO SHOW" que el curso escogió al comienzo del año te ayudaría a superar el temor para hablar en inglés? ¿Te sentirías más confiado (a)?

- Si
- No.
- Sería un comienzo.
- No estoy seguro (a)

SI RESPONDISTE “SI” O “SERÍA UN COMIENZO”, RESPONDE LA PREGUNTA 11.

*11. ¿Cómo crees que el proyecto “RADIO SHOW” te ayudaría a superar tu temor y sentirte más confiado para hablar en inglés?

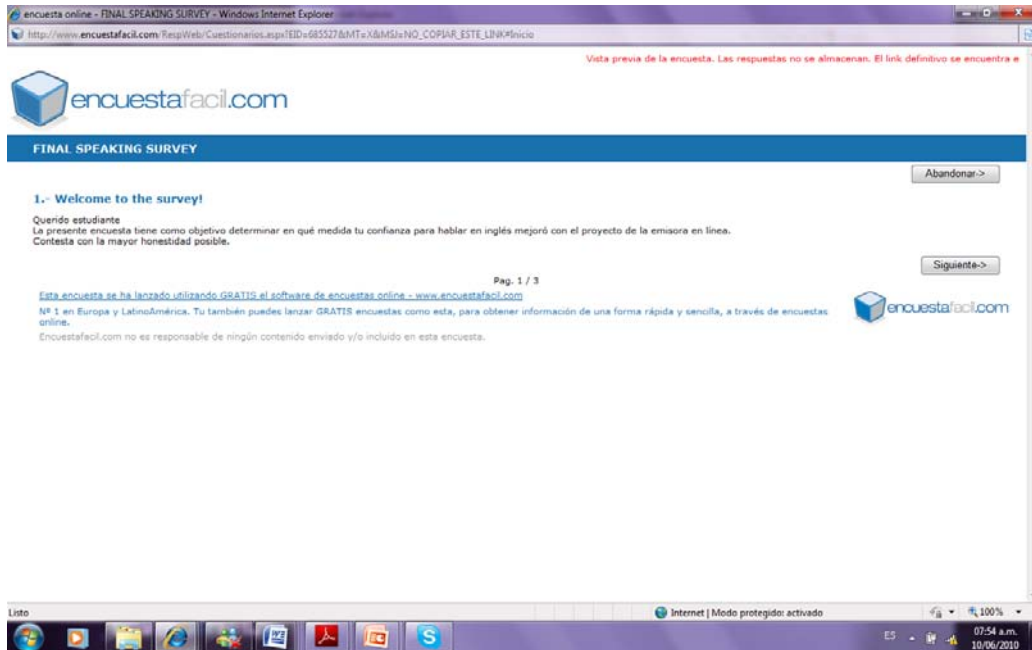
GRACIAS POR TU COLABORACIÓN

Adapted from:

THORNBURY, S. (2005). Planning and assessing speaking. How to teach Speaking. England: Pearson, 113.

APPENDIX 4

FINAL SURVEY



encuestafacil.com

FINAL SPEAKING SURVEY

*1. **Luego del desarrollo del proyecto de radio, qué tanto se incrementó el uso del inglés en la clase?**

Mucho (80% - 100%)
 Aceptable (60% - 70%)
 Poco (40% - 50%)
 No incremento

Si contestaste "Mucho" o "Aceptable", responde la pregunta 2. De lo contrario, contesta la pregunta 3:

*2. **Explica las razones por las que se incrementó:**

*3. **Explica las razones por las cuales no se incrementó:**

*4. **Luego de las actividades realizadas (emisoras), cuando la profesora habla en inglés, tú:**

Entiendes todo o casi todo y le contestas (Intercambias información)
 Reconoces la idea general y no le contestas nada o con "monosílabos".
 Entiendes muy poco o nada y no contestas.

*5. **Luego de las actividades realizadas, la confianza al hablar en inglés es:**

Mayor
 Igual
 Menor

Si la respuesta al punto 5 fue "Mayor", contesta la siguiente pregunta:

*6. **¿Por qué crees que mejoraste? ¿Qué aspectos?**

Pronunciación
 Incrementar el vocabulario
 Ruidos
 Memorización
 Todas
 Otro (Por favor especifica)

Si la respuesta al punto 5 fue "Igual" o "Menor", contesta las preguntas 7 y 8:

*7. **La desconfianza o temor persiste por:**

Los compañeros se burlan
 Los demás dicen que no entiendes
 La profesora te corrige
 Otro (Por favor especifica)

*8. **La razón del temor o desconfianza es:**

Sientes que tu pronunciación es buena.
 Tu vocabulario no es suficiente.
 No aprovechas las oportunidades para practicar en clase.
 Otro (Por favor especifica)

FINAL SPEAKING SURVEY

***9. ¿Qué estrategia (s) te ayudaría a seguir mejorando tu confianza al hablar en inglés?**

Seguir con el trabajo de radio.

Suspender el trabajo de radio.

Otro (Por favor especifique)

Si respondiste "Seguir con el proyecto de radio", contesta la siguiente pregunta:

***10. ¿Cómo crees que el proyecto "Radio Show" te ayudaría a superar tu temor y sentirte más confiado para hablar en inglés?**

3. Data source to base the observations on _____

4. First Analyses

5. Action Plan based on the analysis

APPENDIX 6

VIDEO – AUDIO RECORDING OBSERVATION FORMS

IED LA CHUCUA SCHOOL

VIDEO RECORDING FORM Nr: _____

TOPIC: _____

Date: _____ Room: _____

DESCRIPTION OF THE ACTIVITY	RELEVANT COMMENTS FOR ACTION RESEARCH PROJECT

IED LA CHUCUA SCHOOL

AUDIO RECORDING FORM Nr: _____

TOPIC: _____

Date: _____ Room: _____

DESCRIPTION OF THE ACTIVITY	SAMPLES	RELEVANT COMMENTS FOR ACTION RESEARCH PROJECT

APPENDIX 7

SAMPLE OF LESSON PLAN



ALCALDÍA MAYOR
DE BOGOTÁ D.C.

Secretaría

Educación

COLEGIO LA CHUCUA

Cra. 72 I 42F-54 Sur Tel. 7411836

NIT. 830042690-3

LESSON PLAN

“RECOMMENDATIONS FOR VACATIONS”

Teacher: NUBIA CONSUELO LEMOS TELLO

Date: September 14th

Institution: COLEGIO LA CHUCUA IED

Class time: 9:50 – 11:00

Length of the class: 70 minutes

Room: 15

Number of students: 38

Average age: 15 / Virtual Room

Level: Elementary

Group: 8th grade (801)

Aim

By the end of the lesson students will give a suggestion-report:

1. By giving an oral report about vacations
2. By identifying and using compound words.

Assumed knowledge

Students recognize modals for suggestions or advice (should – should not)

Students are familiar with WH- CLAUSES: What, where, when.

Students are familiar with Yes-No questions.

MATERIALS

1. Power point presentation.
2. Handouts for pair work.
3. Handouts to write the script.

LEARNERS' PROFILE

This is a group of 8th grade (801). There are 38 students of about 15 years old.

The group receives 2 classes of 80 minutes by week (160 min.): Wednesday and Friday. The most common materials for the class are study guides, handouts, and those brought by them, in order to do a final product (books, dictionary, texts from internet or "Encarta", materials for "handcrafts", made by them, etc.). I follow the book "Teenagers" (Norma Edition), the "cheap" edition that includes book and workbook in the same book. There are ten copies in the library. Sometimes I ask for them and organize the class in groups of no more than 4 students in order to share one copy. The activities that I follow with the book are especially listening.

The classes are planned according to Ministry of Education standards¹¹ that are adapted according to students' level in the school. Their English level is about A1: They can and use familiar everyday expressions and very basic phrases. They can interact in a very simple way¹², but they do not feel confident speaking. In the class, teacher-speaking time is high. I encourage students to participate orally in English, and we are in the process of increasing students-speaking time. In this moment, they are in the stage through monosyllables like "yes", "no", "finish", and so on. On the other hand, they forget easily vocabulary, especially verbs. They are always asking to the teacher for the English written of the words worked in previous classes. Additionally –and after the evaluation of the subject results last year- English teachers decided to work with projects, in order to increase students' motivation, performance, level and skills. In the case of this group, they chose the topic "RADIO SHOW". The aim with this kind of strategy is to encourage learners to use or apply what they are learning in English class in a topic that is of their interest, but at the same time, to increase vocabulary about a specific area, subject or topic, in this case, "Radio Show". All topics proposed in the content plan are connected with the project topic. Based on Memletics test applied at the beginning of school year, I can say that in general they are in first place SOCIAL-STYLE learners and secondly, AURAL-STYLE learners. They do not demonstrate motivation for the class, and their attention is highly lost. They have problems with class rules and authority.

1. NEEDS

a. Linguistic Needs

I have seen that linguistic needs of these students are focused on activities to promote vocabulary retention and use, that is: spelling and pronunciation. Spelling, because they make mistakes while are writing, even if they are following a model from a whiteboard, a book or any other printed material. For example, the words that end in "-y" are usually ended by "i"; also, they write "may" instead of "my", "bay", instead of "bye". L1 interference is evident, in terms of how confusing is for them to discriminate spelling from pronunciation. And about pronunciation, they present difficulties especially in those phonemes that do not have an equivalent with Spanish (palato-alveolar affricate /δZ/, dental fricative /T/, and /≅/)¹³. In the same way, students are not aware about the difference between some phonemes: Affricate and fricatives palato-alveolar (/τΣ/, and /Σ/); palato-alveolar affricate /δZ/ and palatal approximant /φ/¹⁴. Those facts mainly impede to make them feel more

¹¹ Ministerio de Educación Nacional (2006). *Estándares Básicos en Lenguas Extranjeras: Inglés*.

¹² Council of Europe (2002). Common reference levels. *Common European Framework of Reference for Languages: Learning, teaching, assessment*. U.K.: Cambridge University Press, 24

¹³ Kelly, G. (2006). The description of Speech. *How to teach pronunciation*. England: Longman, 6-7.

¹⁴ Ibid.

confident speaking in English. Another aspect is regarding to the fact that they are not accustomed to make questions, so when I asked for the meaning of interrogative pronouns in Spanish or to relate with a word (e.g. When/time), they can identify it easily; but in speaking activities, they forget which pronoun must be used. Most of them show anxiety when are required to make questions to their partners.

The lack of retaining vocabulary and spelling problems is evident in writing too. In spite of the fact that grammar is basically easy for them (seen in class exercises, like completing even or filling in blanks), they find difficult to apply it in free texts (oral and written). Learners love expressing feelings, but they do not feel confident doing so. Because of this they need to focus on texts organization and editing.

b. Affective needs

Students from this group need to receive an approval with each one of his/her participation, outcomes, products, etc., both from the teacher and from their partners. They need also to feel motivation towards the class, talking about a topic they like a lot. Additionally they need to feel part of a group, so interaction activities are relevant in these students. Working in group helps them to decrease anxiety especially in oral activities; in this aspect Social Learning Style is evident.

ANTICIPATED PROBLEMS

Anticipated problems	Planned solutions
Students may not remember the modal auxiliary verbs.	Group work for organizing words has as second aim to work collaborately to review the topic.
Students may not remember how to make questions.	A set of cards are ready to train students in making questions.
Students may feel afraid about making oral questions or giving reports.	Group work and teacher assistance is available for giving confidence to students. In the groups, I am going to assist to check pronunciation and sentence construction.

Stage	Aim	Procedure Teacher and student activity	Time and interaction
Warming up	To activate input, checking previous knowledge.	<ol style="list-style-type: none"> 1. Students are organized in rows and each row is a team. 2. Each row receive a set of cards with different words: The students of each team have to organize the words, in order to build a sentence with the modal verb. The first team to build the sentence gets a point. 3. Other 2 tries are set up. 4. Students observe two pictures of places. Students explain the relationship between them (places to take rest). 	10 minutes T – GW
Presentation	To present vocabulary regarding vacations	<ol style="list-style-type: none"> 5. Pair Work: Students receive a handout with a set of pictures of different elements that are necessary for vacations and the correspondent words. Each pair must match the pictures with the words. 6. The whole class corrects the exercise, and justifies their answers. Solutions are displayed in the smart board. 	10 minutes PW

Practice	<p>To build compound words.</p> <p>To build modal verb sentences for giving suggestions.</p>	<p>7. Pair work: Exercise 2 in the handout. Students match the names in column A and B to make compound nouns.</p> <p>8. Then, they build sentences using “should” (affirmative – negative)</p> <p style="text-align: center;"><i>“You should use sun-glasses if you travel to Cartagena.”</i></p> <p style="text-align: center;"><i>“You shouldn’t carry gloves to the beach”</i></p>	<p>15 minutes</p> <p>PW</p>
	<p>To build a section of a radio show talking about suggestion for vacations.</p>	<p>GROUP WORK: The students are organized in groups (according to the groups of the class Project “radio-show”. Each group plans a section for a radio show. The objective of the section is “Recommendation for vacations”. For doing so, each group must:</p> <ol style="list-style-type: none"> 1. Think about the name of the section. 2. Check and correct the sentences made in the pair work. 3. Decide about the use of radio elements: Music, special effects, words, etc. 4. Start writing the script of the radio show section. 	<p>20 minutes</p>

Production		Each group presents their production to the teacher for being corrected, in terms of pronunciation and sentence structure.	15 minutes
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APPENDICES

APPENDIX 1

POWER POINT PRESENTATION



EXERCISE 1

 Sunglasses

 Camcorder

 Underpants

 Swimming suit

EXERCISE 2

COLUMN A	COLUMN B
Credit	card
Bathing	suit
First	aid kit
Plane	tickets
Sleeping	bag
Tennis	shoes
City	tour

APPENDIX 2

HANDOUT FOR PAIR WORK

IED LA CHUCUA SCHOOL
 ENGLISH CLASS 4TH TERM
 8TH GRADE

PAIR WORK

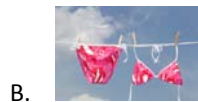
Teacher: CONSUELO LEMOS

Students' names: _____ and _____

1. Match the pictures with the words:



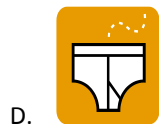
Camcorder ____



Sunglasses ____



Underpants ____



Swimming suit ____

2. Match the nouns in columns A and B to make compound nouns. Then write sentences using "should" or "should not"

COLUMN A	COLUMN B
Credit	Bag
Bathing	Tour
First	Shoes
plane	Card
Sleeping	Suit
Tennis	Tickets
City	Aid kit

APPENDIX 3

HANDOUT TO WRITE THE SCRIPT

IED LA CHUCUA SCHOOL

ENGLISH CLASS 4TH TERM

8TH GRADE

GROUP WORK

Teacher: CONSUELO LEMOS

Students' names: _____

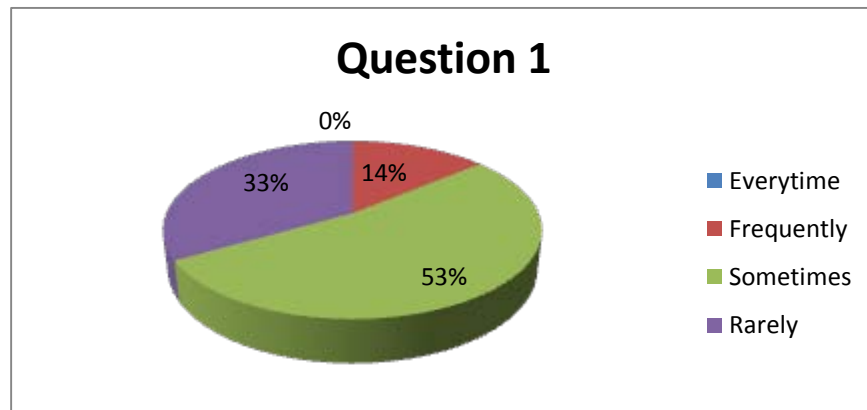
PERSON	SCRIP - MESSAGE

APPENDIX 8 INITIAL SURVEY RESULTS GRAPHS

Number of students surveyed: 36

Missing students: 2

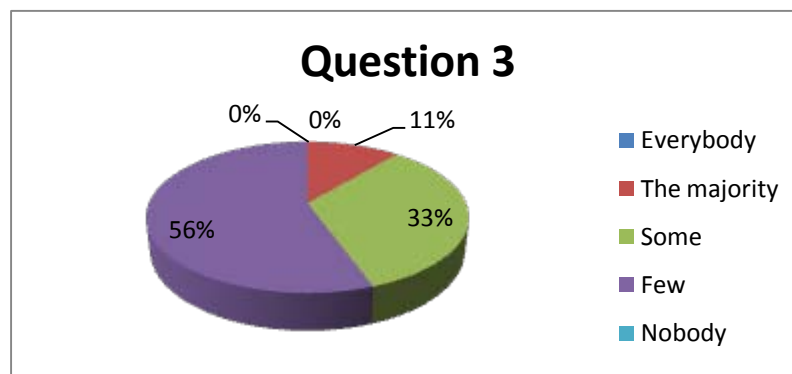
1. Use of English in class (speaking)



2. Situations that they use for speaking in the target language. (Common answers)

- When teacher asks.
- When I am familiar with the topic/vocabulary.
- When it is indicated by the teacher.

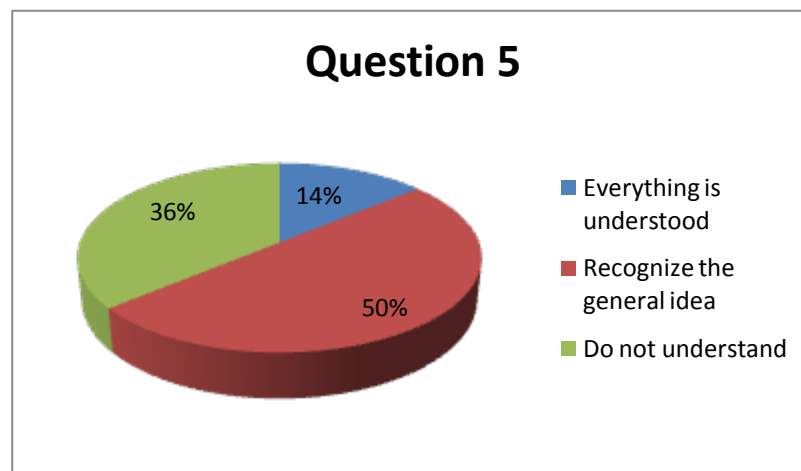
3. Range of students that use the target language in class.



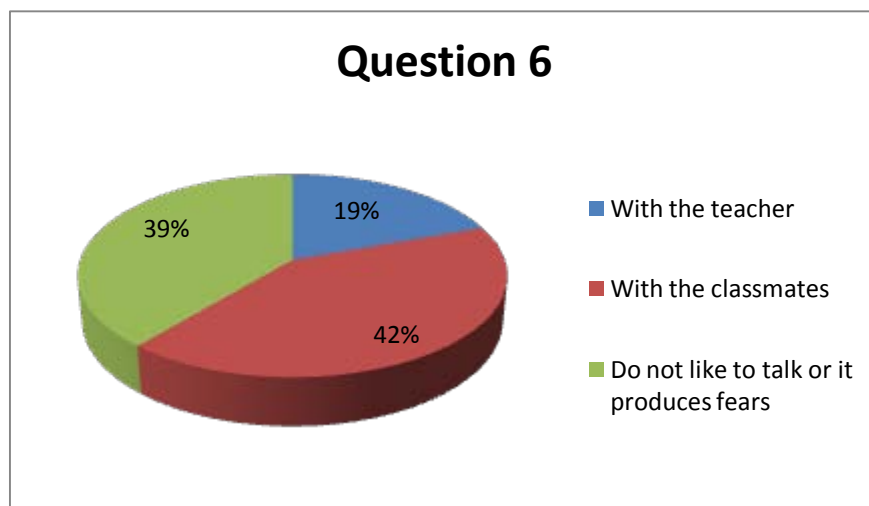
4. Range of information given using the target language



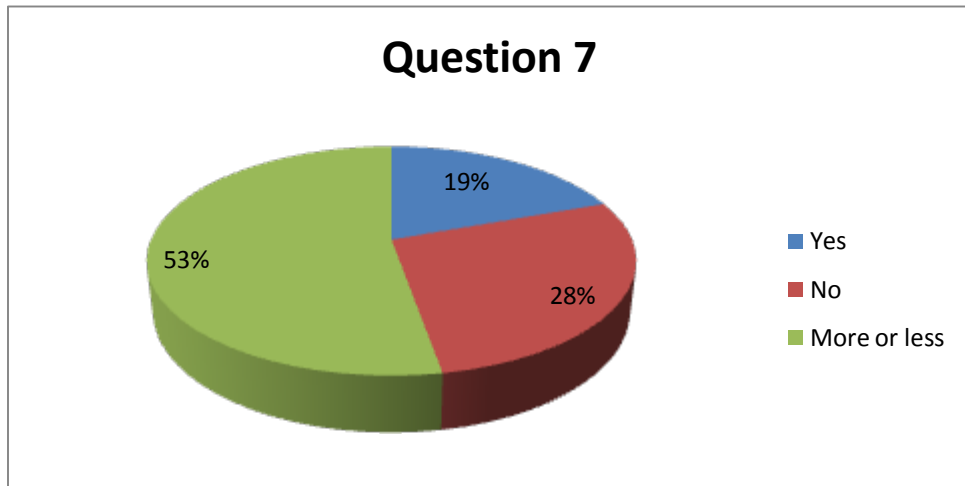
5. Attitude of the student when the teacher talks:



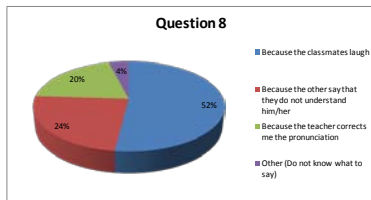
6. Preferences for interacting:



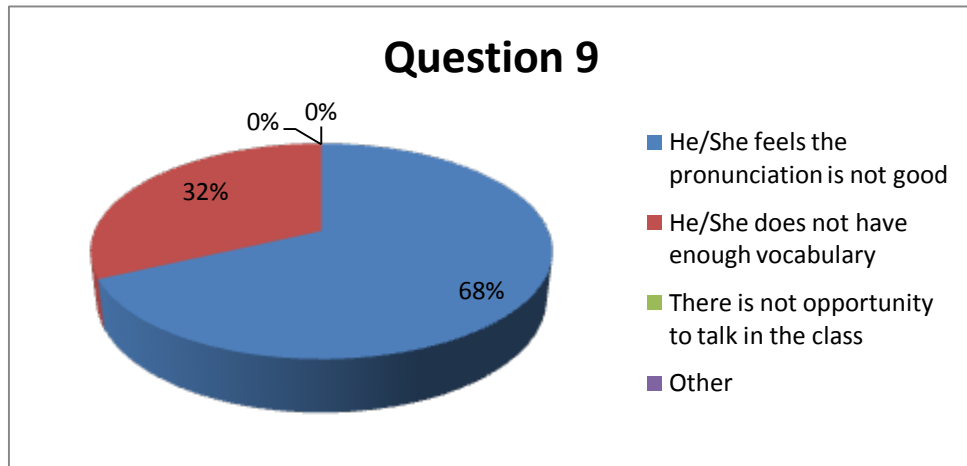
7. Fears speaking in the target language:



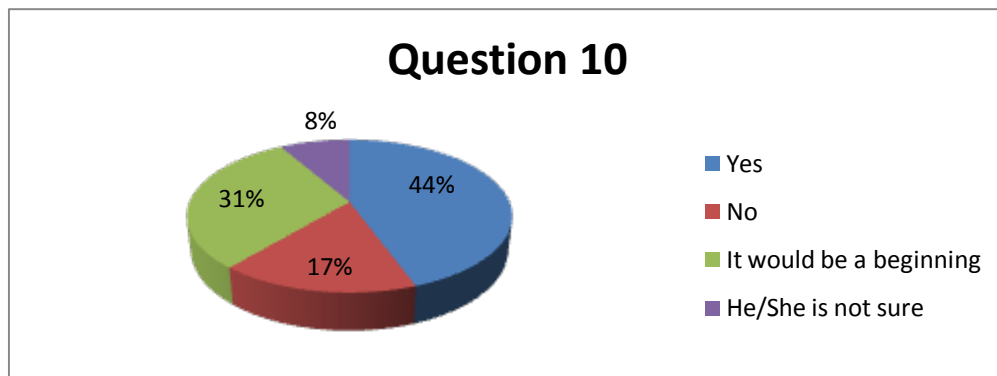
8. Reasons for fears (For those who answer YES or MORE OR LESS.



9. Aspect that produce fear or anxiety to speak in the target language (for those who answered YES or MORE OR LESS.



10. Usefulness of the project “Radio Show” to overcome anxiety to speak in the target language.



11. Ways in which the project would help to overcome fears and be more confident speaking in the target language.

- a. Improving pronunciation
- b. Increasing vocabulary.
- c. Interacting with classmates and teacher.
- d. Learning new things
- e. Working in group
- f. Practicing speaking.

INTERPRETATION:

This survey demonstrates that students recognize that they use the target language, but it is not frequent. The main situations for speaking are when it is required by the teacher, so they feel that they are not exposed enough to the spoken language.

On the other hand, few people use the spoken language spontaneously, and of course the information that they provide is few. At the same time, when teacher is talking, students recognize the main idea and answer with monosyllables (yes, no, finish). They prefer interacting with their classmates, and sometimes with the teacher. In spite of this, they feel a kind of anxiety which impedes to participate actively in class. The main reason is because of group pressure; that is their

classmates' reactions (laughing). Additionally, students feel that they have problems with pronunciation and because of this they do not feel confident when speaking.

Finally, most of them consider that the project chosen by them "Radio Show" would be useful for overcoming their lack of confidence when speaking. The reasons that they give are INTERACTION, INCREASING VOCABULARY, INCREASING PRONUNCIATION, LEARNING THING MEANINGFUL FOR THEM, and TEAM WORK.

APPENDIX 9
SAMPLES OF VIDEO/AUDIO RECORDING OBSERVATIONS

IED LA CHUCUA SCHOOL
 VIDEO RECORDING FORM Nr: 1

TOPIC: COMPARING PEOPLE
 Date: AUGUST 25TH Room: 15

TRANSCRIPTION	COMMENTS	RELEVANT COMMENTS FOR ACTION RESEARCH PROJECT
<p>Teacher: Bueno, ¿Cómo se sintieron? ¿Qué parte fue la que más les gustó, de la actividad, no?</p> <p>Student 1: No, todo,</p> <p>Teacher: ¿Y qué partecita hay que mejorar de pronto un poquito?</p> <p>Student 1: La pronunciación.</p> <p>Teacher: Pronunciation. ¿Y quién es el que tiene que mejorar más?</p> <p>Students: No, todos.</p> <p>Teacher: Bueno, y si fuera sin la hoja, uds. Se acordarían de las líneas?</p> <p>Student 1: Las qué?</p> <p>Student 2: Tocaría repasar...</p>	<p>Students had the opportunity to listen to their recordings and based on them, I asked some questions.</p>	<p>Based on students' answers, I found that they are worried for pronunciation, but after listening to the recording. They felt lack of confidence because they know they need to work on pronunciation.</p> <p>They found difficult to learn the whole script.</p>

IED LA CHUCUA SCHOOL
VIDEO RECORDING FORM Nr: 2

TOPIC: TIPS FOR VACATIONS

Date: SEPTEMBER 16th Room: VIRTUAL ROOM

TRANSCRIPTION	COMMENTS	RELEVANT COMMENTS FOR ACTION RESEARCH PROJECT
<p>Teacher: De todos los que hablaron, ¿cuál sintieron uds. Que era como el más tranquilo?</p> <p>Students: (pointed out to two students)</p> <p>Teacher: Sí señores.... Y Sebastián. ¿Listo?</p> <p>Bueno, ¿Qué tenemos que mejorar?</p> <p>Student 1: No ser penosos como yo..</p> <p>Student 3: Y hablar más durito.</p> <p>Teacher: Bueno, ¿Volvemos a grabar?</p> <p>Students: Sí, listo.</p> <p>(After the second recording)</p> <p>Teacher: ¿Cómo se sintieron en esta segunda ocasión?</p> <p>(students did not answer)</p> <p>Student 1: Yo bien</p> <p>Teacher: Tú siempre te has sentido bien, pero ¿Y los demás? ¿Cómo se sintieron?</p> <p>(Silence)</p> <p>Teacher: ¿Hay algo que tengan que mejorar?</p> <p>Student 2: La.... ¿Cómo es que es?</p> <p>Student 1: Pronunciación</p> <p>Student 2: Eso eso</p> <p>Student 4: Y la seriedad.</p> <p>Teacher: ¿La Seriedad? ¿Qué quieres decir con eso?</p> <p>Student 4: Pues no ser penosos, decirlo así, con tranquilidad.</p>	<p>When students listened to the recording, they were aware of their mistakes in the pronunciation (how they were looking at).</p>	<p>It is the first time that the students mentioned the word “relax”. They find that the way to be relaxed is practicing and acquiring more vocabulary.</p> <p>Again, they considered that the pronunciation is relevant for acquiring more confidence when speaking.</p> <p>Based on this, I insist in working on the shows with the input that I provide in class.</p>

<p>Teacher: ¿Y cómo creen que se logra? ¿Qué creen que se necesita?</p> <p>Student 5: Práctica.</p> <p>Teacher: Exacto. Cuando uno ya tiene las palabras, está como más tranquilo, cierto?</p>		
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IED LA CHUCUA SCHOOL
VIDEO RECORDING FORM Nr: 3

TOPIC: TIPS FOR VACATIONS

Date: FEBRUARY 23RD, 2010 Room: SCHOOL RADIO STATION

TRANSCRIPTION	COMMENTS	RELEVANT COMMENTS FOR ACTION RESEARCH PROJECT
<p>Teacher: ¿Y a qué creen que se debe que a lo último estaban relajados?</p> <p>Student 1: El ambiente</p> <p>Student 2: La práctica</p> <p>Teacher. ¿La práctica? ¿Y uds. Sabían lo que estaban preguntando y todo eso?</p> <p>Student 2: Yes</p> <p>Teacher: Ok, ¿En qué creen que tienen que...?</p> <p>Students: Los nervios</p> <p>Teacher:¿ Y como controlamos los nervios?</p> <p>Student_: Y la risa</p> <p>Teacher: Pero uds. Lograron relajarse.</p> <p>Teacher: ¿Y creen que la risa es muy mala en un programa de radio?</p> <p>Student_: No, pero....</p> <p>Teacher: Ah, bueno.</p> <p>Student 1: Pero yo no los hice reír.</p> <p>(Laughing)</p> <p>Teacher: Muy bien, lo hicieron muy bien.</p> <p>Entonces hay que ensayar más, cierto?</p> <p>Students: Sí.</p> <p>Teacher: Pero no tanto para que salga así tan serio sino...</p> <p>Student 3: Estilo la W, no.</p> <p>Teacher: Exacto, porque uds. No son de ese estilo.</p>	<p>Taking advantage of laughing let students and I to think about in the style of the show. Trying out without recording, each line, permitted them to perform the show without reading.</p>	

Student 3: Estilo "El Gallo" Student 1: La Z. Teacher: Ajá.		
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IED LA CHUCUA SCHOOL
AUDIO RECORDING FORM Nr: 1

TOPIC: COMPARING PEOPLE

Date: AUGUST 25 - Room: 15

DESCRIPTION OF THE SITUATION	SAMPLES	RELEVANT COMMENTS FOR ACTION RESEARCH PROJECT
<p>Before the activity: Students are concerned for the meaning in English of the words (Teacher, how do you say...?) Group 1: Carolina Gil, Sandra, Kimberly, Catherine. The group performed the dialogue with the script. Worry for reading fluently, no worry about pronunciation.</p> <p>Student 2: Too nervous. Lack of fluency. Too close to the script. She reads all the time. She does not pay attention to the pronunciation.</p> <p>Student 3: Too confident at the beginning. She is worried for fluency and intonation. At the end, she didn't pay attention to the pronunciation.</p> <p>Student 4: The opening is clear. She shows</p>	<p>Student 1 Good morning dear, eh, dear radio listen? Let's start our first section of © Program that inform of dress © Kimberly.</p> <p>Student 2: Good morning radio listens (try to laugh). Things of the fashion is with obtain of fashion © the homes.</p> <p>Student 3: Good morning radio listens the princess fm Today the events that had Yesterday in Medellin. In others notices, modern of the line of Hernan Sajar with the reconocide model Emily Torres, for the reconocide designer Consuelo Lemos © congratulations because the attendance © exposhow the ovation of... her great work.</p> <p>Student 4: Good morning dear listen ©</p>	<p>The students were too worried for planning and presenting programs that were closed to their interest (talking about classmates, common topics like football...) They were frightened of being recorded and denied to be video recorded, so I decided to use just audio recorder. Talking with students, they see that their programs are "boring". They concluded that they need to be more cheerful. The messages are too long for students to learn. For the next activity, they will be encouraged to record the script message by message. I think in this way they could be more confident to learn and use the accurate intonation. They need to work also in the interaction. The group tried to interact, but it was mechanic.</p>

<p>confidence. Her message is not comprehensible. A lot of reading. She is worried of fluency, but she did not pay attention to the pronunciation. Her pronunciation is completely Spanish-like.</p>		
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Spanish-like pronunciation

English-like pronunciation/ aprx.

Fluent message

Doubtful message (lack of fluency)

Confident Intonation

© (no comprehensible message)

IED LA CHUCUA SCHOOL
AUDIO RECORDING FORM Nr: 2

TOPIC: TIPS FOR VACATIONS

Date: SEPTEMBER 16 - Room: VIRTUAL

DESCRIPTION OF THE SITUATION	SAMPLES	RELEVANT COMMENTS FOR ACTION RESEARCH PROJECT
<p>As usual, I let students to write the script. Based on the previous activity, I decided to let them record their messages one by one. I accompanied them trying out each one of their lines. They had the opportunity to edit.</p> <p>Group 2: "Radio Parceros"</p> <p>Student 1: Very secure. She didn't need to read in the moment of recording. Better pronunciation. She helped Student 2 a lot. She used some expressions to encourage him ("Hágale que es fácil!". "No sea bobo, ud, puede, como lo hicimos antes.") Better fluency and management of future tense (worked in class) Awareness in pronunciation and intonation.</p> <p>Student 2: She continues reading, but she is careful with pronunciation.</p> <p>Student 3 tries to interact better, but it still is mechanic</p> <p>The ending is more appealing.</p>	<p>Student 1: Hello radio parceros. In this day we will speak about tips for the vacations.</p> <p>_____ : Some tips for the vacations. You should play basketball. You should ☹. You should visit important place. You should take an ☹.</p> <p>Student 2: You should listen to music to ☹. You should fish. You should go to ☹.</p> <p>Student 3: Yes, Jerson, very good. You should ☹.</p> <p>Student 1: Good bye and then, happy vacations.</p>	<p>The group assumed better the challenge, they read the line once, and they started trying out several times before recording. In my opinion, the strategy of recording by lines (not the whole show) worked perfectly. The awareness is still focused on one aspect, mainly fluency and intonation.</p> <p>Recording in the laptop works better in terms of students' anxiety.</p> <p>The accompaniment of the teacher trying out the lines was useful, but the peer-feedback was more useful.</p> <p>I will continue with this strategy (recording by lines).</p> <p>Editing was interesting for them, they peer assessed the volume of the recording, the intonation, pronunciation.</p> <p>They need to work more on interaction. I am going to plan an activity to ask questions.</p>

Spanish-like pronunciation

☹ (no comprehensible message)

English-like pronunciation/ aprx.

Fluent message

Doubtful message (lack of fluency)

Confident Intonation

IED LA CHUCUA SCHOOL
AUDIO RECORDING FORM Nr: 3

TOPIC: MAKING INTERVIEWS

Date: February 23rd, 2010

Room: SCHOOL RADIO STATION

DESCRIPTION OF THE SITUATION	SAMPLES	RELEVANT COMMENTS FOR ACTION RESEARCH PROJECT
<p>Students prepared an interview for one of the classmates. A handout for them to prepare the questions was necessary.</p> <p>A lot of anxiety. It was necessary to turn off the recorder for them to try out.</p> <p>Better intonation, pronunciation and fluency. Interaction also improved.</p> <p>In some stages, doubtful fluency, because of pronunciation awareness and memorization.</p>	<p>Student 1: Good Morning, welcome to the show.</p> <p>Student 2: My name is Dayana.</p> <p>Student 3 My name (laughing) is</p> <p>Student 2: Ay nooo! ... Sí...</p> <p>The others: Noooooooo</p> <p>Student 3: My name is Nancy.</p> <p>Student 4: My name is Maicol.</p> <p>Student 1: I am Alejandro. Eh... we are with William.</p> <p>Student 5: Hello, hello.</p> <p>Student 2: Do you like Ice cream?</p> <p>Student 5: Eh... chocolate.</p> <p>Student 3: What color is your sweater?</p> <p>Student 5: Is green, is green.</p> <p>Student 4: What is your.... Favorite music?</p> <p>Student 5: Is pop.</p> <p>Student 1: Les (let's) have a brek (break) (noises of music made by Maicol, laughing)</p> <p>Student 1: Coming back.</p> <p>Student 3: mmmmm.... Would you like to be a artist?</p> <p>Student 5: No, no</p> <p>Student 1: This is for today...hmm... good bye...my friends</p>	<p>The group felt anxious when the IPOD was on to record them, so I pretended to put it off, in such a way students were able to try out without anxiety. Then I turned on the IPOD and they felt better.</p> <p>The group worked a lot on intonation, and using the body language worked for them. Self-assessment increased more than peer-assessment.</p> <p>I asked them if it was possible to include laughing and "extra-comments" in the section, and they found kind of problem at the beginning, but one of them expressed that in some radio shows it happens and is good, so the group decided to include it. Consequently, they felt more relaxed. The messages were better comprehensible and intonation increased a lot. They demonstrated they were performing a radio show.</p> <p>It still persists the focus or awareness on one aspect.</p>

	Student 4: Good bye. Students 2 and 3: Good bye.	
--	---	--

Spanish-like pronunciation

English-like pronunciation/ aprx.

Fluent message

Doubtful message (lack of fluency)

Confident Intonation (acting-like)

© (no comprehensible message)

Pronunciation awareness

Fluency awareness

Confident Intonation

Interaction

**APPENDIX 10
SAMPLE OF TEACHER'S JOURNAL**

INSTRUMENT 2

TEACHER JOURNAL

IED LA CHUCUA SCHOOL
TEACHER JOURNAL Nr: 1

FOCUS: Comparing people

Date: August 25 / 2009 Room: 15.

1. Description of the activity

Students prepared a radio show section where they have to talk about people, establishing comparisons. This activity corresponds to the topic worked in class: Comparatives - Superlatives.

2. Observations

Each group has already prepared the show.

Group 1: Sandra - Katherine - Kimberly - ~~Katherine~~ ^{Angie}. ^{Radio Show printed.}
Students are reading. They have only one paper.
Angie ⇒ tried to make a spontaneous intonation,
All ⇒ Spanish-like pronunciation.
(Worried for fluency)
While one is reading the others are paying attention. They notice errors in pronunciation (muecas)

Group 2: Karen - Alejandra

Reading
Before the activity asked for pronunciation - translation of titles of songs and performers.
Have focused on playing the recorder. There is the guide to give turns

Group 3: Bryan B - Eneida - Juan Carlos

Before the activity - pronunciation concerns and unknown words
Fluency - OK - Reading
Transitions - Very good. (Continue with) ... and finally)

Group 4: Cynthia - Michel - Johan

Reading - Spanish-like pronunciation
Clarity of turn-taking
Guided by music.
Students did not talk about the indicated topic (Comparatives)

APPENDIX 11
SAMPLE OF FORMS TO PLAN THE SHOWS
(Filled in by students)

Taken from: Greenwood, J. (2007). *Activity Box: A resource book for teachers of young students*. U.K: Cambridge University Press, 72-73

Have you ever ...?		Are you going to ... tonight?
go to the USA	play	computer games
ride a camel	watch	television
eat raw fish	read	a book
drink goat's milk	do	your homework
drive a car	go	out

What were you doing at ... yesterday?	Do you have a/any ... in your room?
7.00 am	pictures
9.00 am	mirror
2.30 pm	plants
6.00 pm	television
9.00 pm	drawers

Gridwork grids

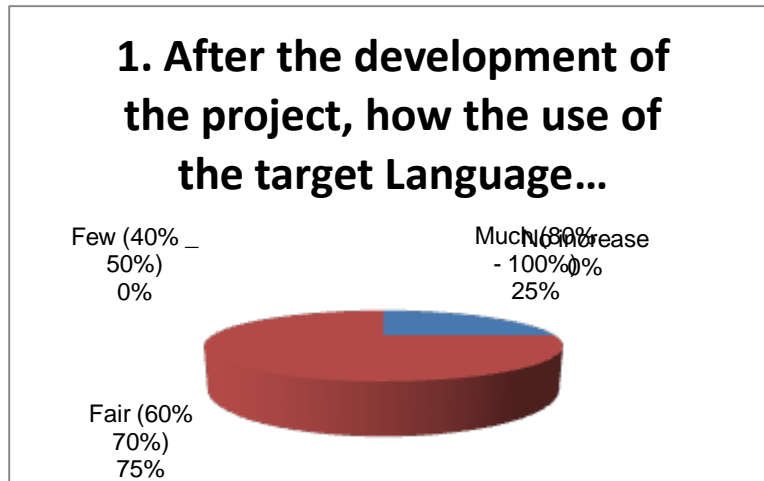
ACTIVITY
 X-BOX 6-2

Question	Friend 1	Friend 2	Friend 3
----- -----	William Leon	Eneder Ramirez	Fredy Ramirez
What is your favorite music?			
Are you frightened of spiders?			
How long ago did you go to circus?			
Do you like Hot dogs?			
What color are your shoes?			

APPENDIX 12 FINAL SURVEY RESULTS

Number of students surveyed: 12

Missing students: No

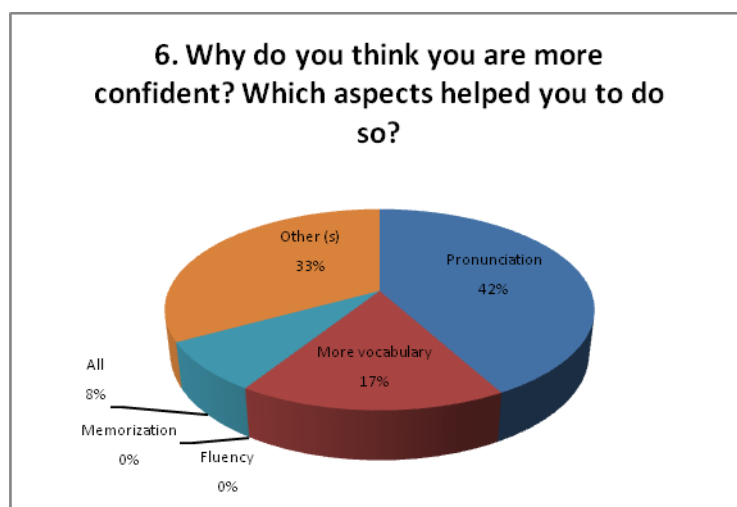
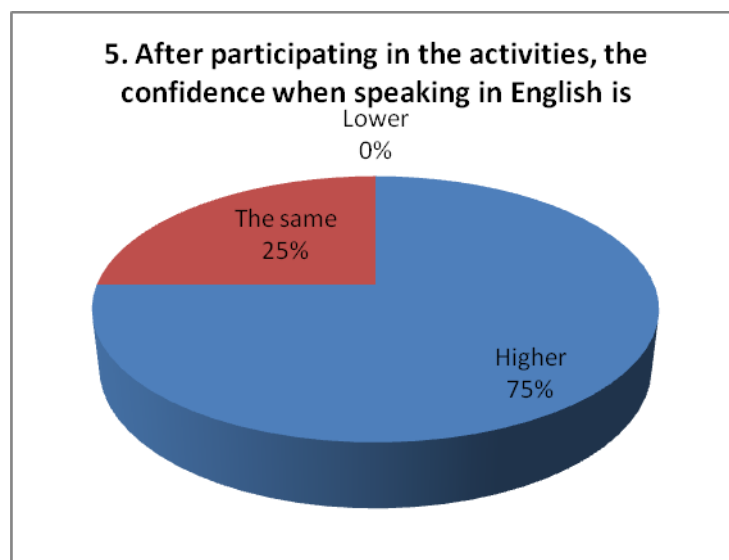
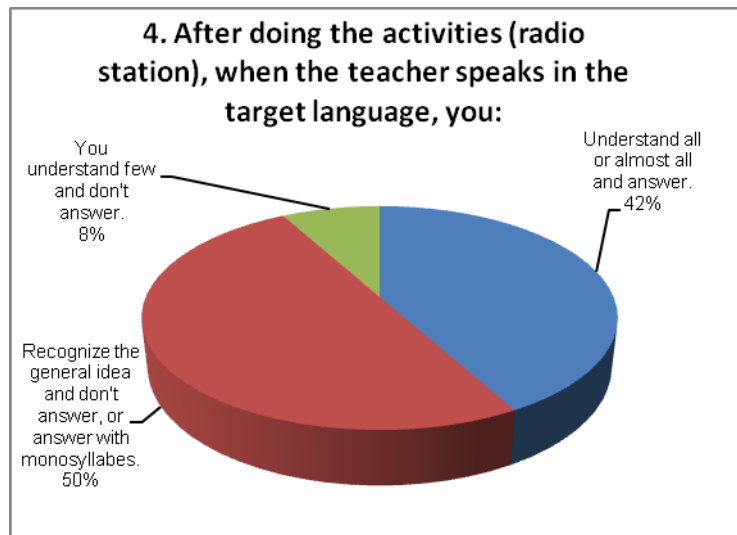


2. Reasons for the increase:

- Pronunciation was taken into account (2 survey)
- The style is different (better)
- We changed our way to listen to.
- It is a motivation to learn English.
- It is an opportunity to put in practice what we learned.
- By recordings we learn how to pronounce.
- It demands using vocabulary
- My speaking increased a lot.
- I don't feel I am embarrassed when speaking in English.
- Because we don't speak in English before, but now we understand and the expansion of vocabulary and the use of radio, we can speak more.
- Sometimes we speak and sometimes we don't.

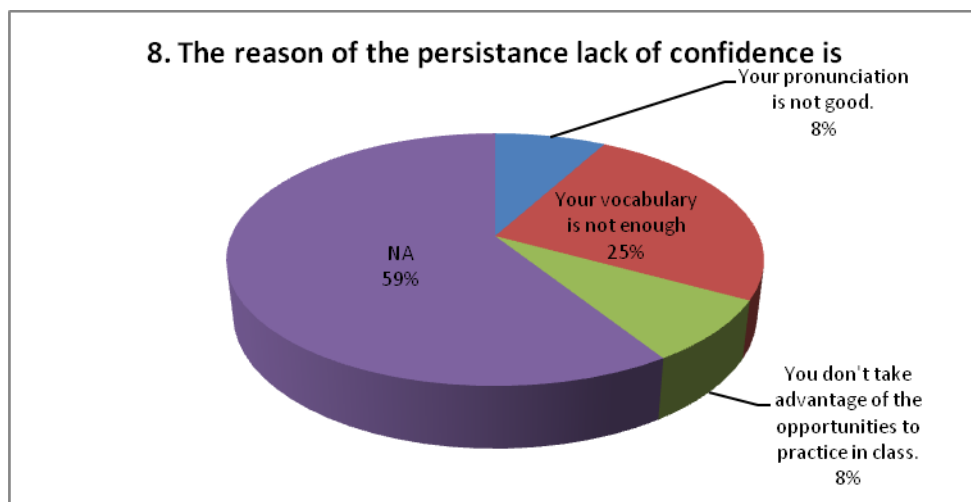
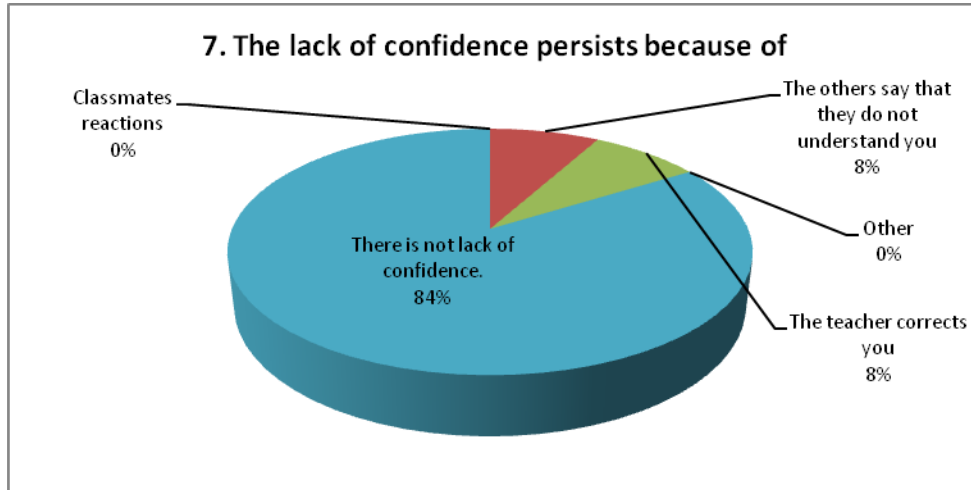
3. Reasons for no improvement:

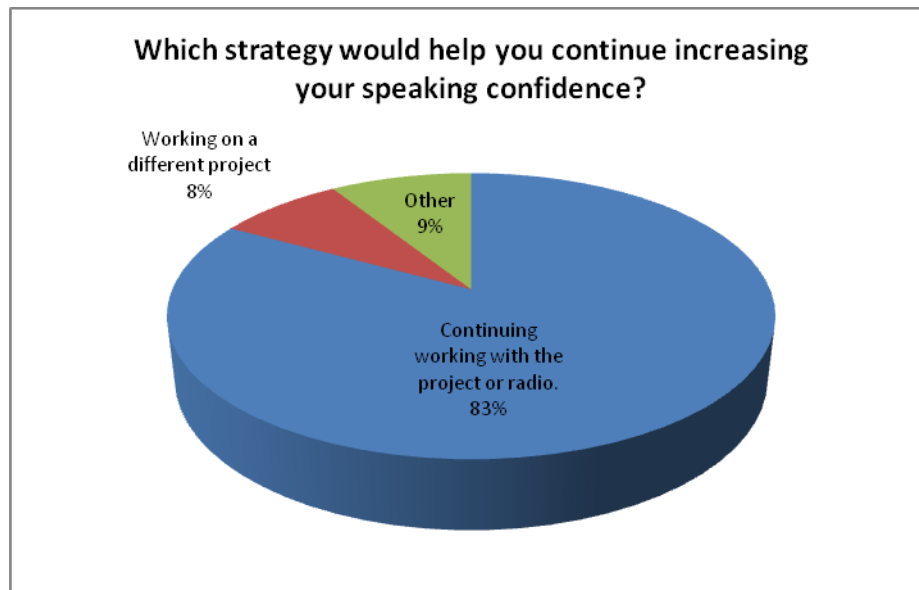
(No answers)



Other aspects:

- To speak with more grace. (3)
- The tone of the voice is higher.





Other: To develop study guides that goes from the basic to the most difficult.

10. (If you chose the first option in the previous question) How do you think the project “Radio Show” can help you overcome the fears and feel more confident when speaking?

- Being more spontaneous in the way to speaking in a way I don't have fears.
- Applying everything we have learned.
- People around me do not laugh of me when I make a mistake.
- By workshops where we can connect the topic, and the vocabulary.
- Listening to the recordings after editing to notice how we are improving and if we are doing a good job. Practicing and learning.
- Everybody is listening to us.
- When speaking I used to feel nervous but when is for the radio show I feel motivated, because is a way that I like to speak.
- I don't have fears, but the problem is that I don't understand. However, the radio show is good as it was managed now. I would like to be allowed to choose the topics and not everybody with the same topic.
- It is an opportunity to continue practicing, and in this way, I feel more confident and relaxed.
- More workshops, vocabulary activities, recordings, different genres of radio show (role play, drama, news, etc.)
- Perhaps speaking close to my friends eases speaking in front of a bigger audience.
- Working on pronunciation, learning more words in both written and oral way.

APPENDIX 13

TUTORIAL TO CREATE AND UPLOAD ONLINE RADIO STATION USING SHOUTcast®

MINIMUM REQUIREMENTS

- Winamp 5.5 above.
- Shoutcast-dnas-1-9-8-windows
- Shoutcast-dsp-1-9-0-windows
- To create an account in www.listen2myradio.com

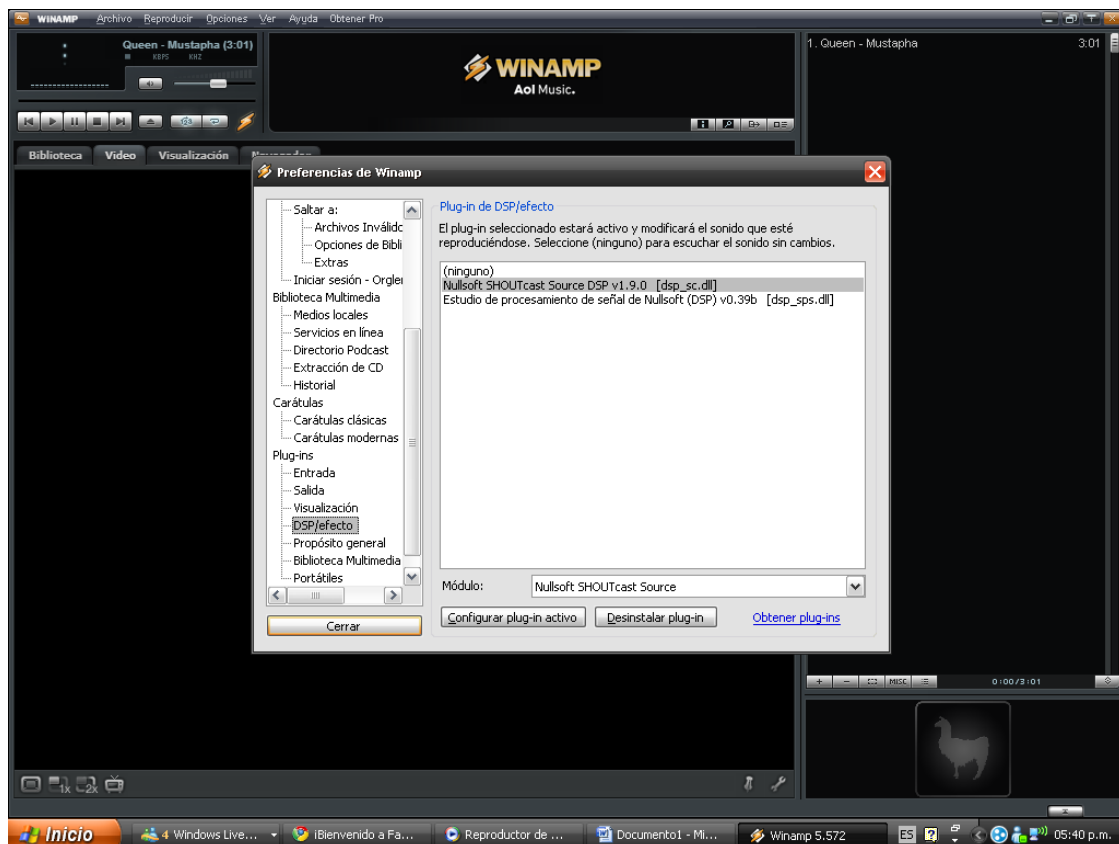
Procedure

COMPONENTS INSTALATION:

- Install Winamp with the minimum components, it means with the player.
- Install both Shoutcast patches.

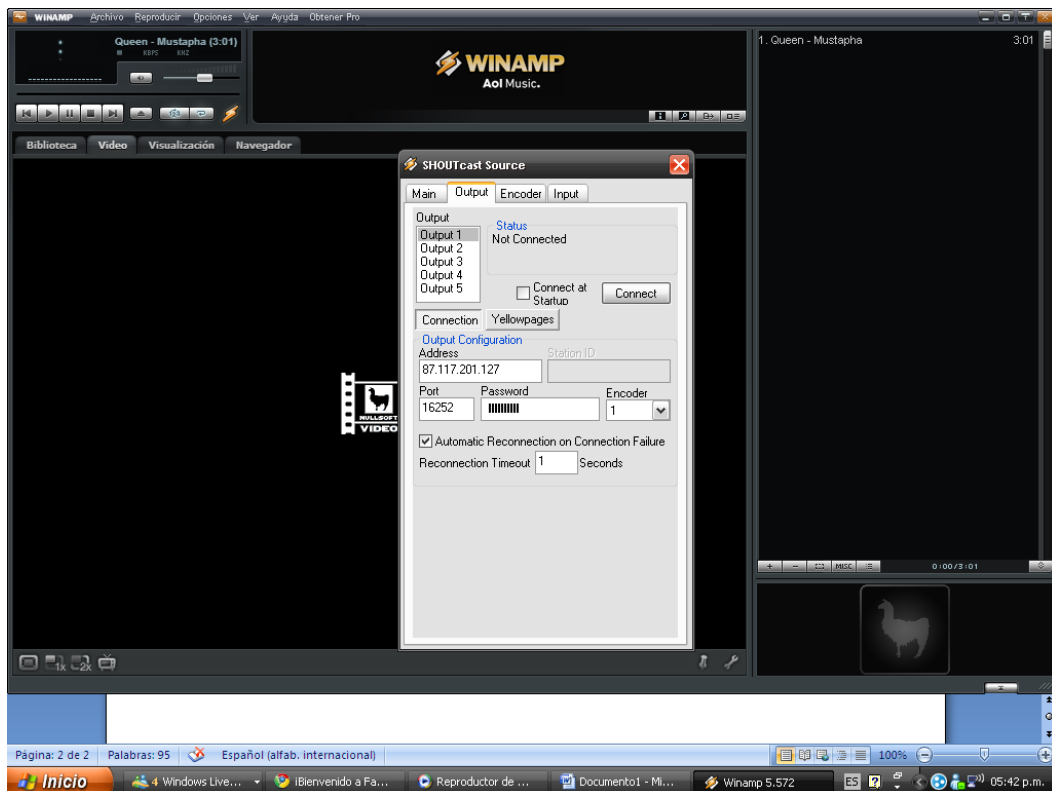
CONFIGURING THE PATCH:

Run Winamp and when the first screen is displayed, use the combination of the keyboard ctrl+p. The following will be displayed:



Look for the option DSP/effect and click on the patch Shoutcast.

Then, click on the option “set up active plug” (“Configurar plug in activo” in Spanish). The following window appears:



In this window it is necessary to type some information that is given by the blog of the radio station in www.listen2myradio.com, so:



Go to the installation page:



Fill in the information required.

Important: The information filled in cannot be forgotten.

Finish this step clicking on the choice “Install”

Now, selecting the radio station server is the next step. At this point we include the information required for the broadcasting:

Click on “change server”

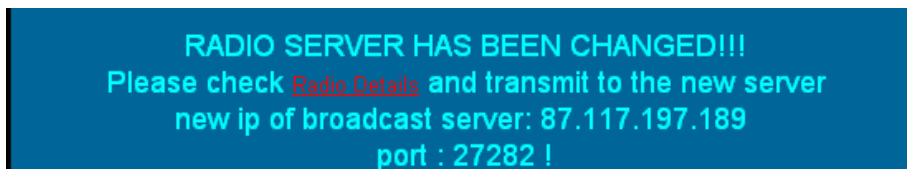
Radio:	Radio Installation	Radio Details	Turn On/Off	Change Server
Page:	Add text(required)	Add Logo	Chat / clear / remove	Page Design
Page info:	Change Player	Change info line	Remove info line	All Radio Links
Blog:	Enable/Disable Blog	Add Post	Remove Post	Disable Comments
Gallery:	Add Image	Remove Image	Disable Gallery	
General:	Country	Account Password	Terms Of Use	Logout
Addons:	Remove ads	Remove chat	Radio always ON	

The following is displayed:

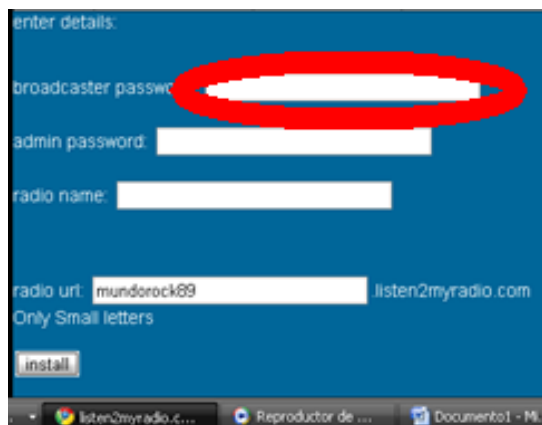


Choose the one that you prefer. UK is highly recommended.

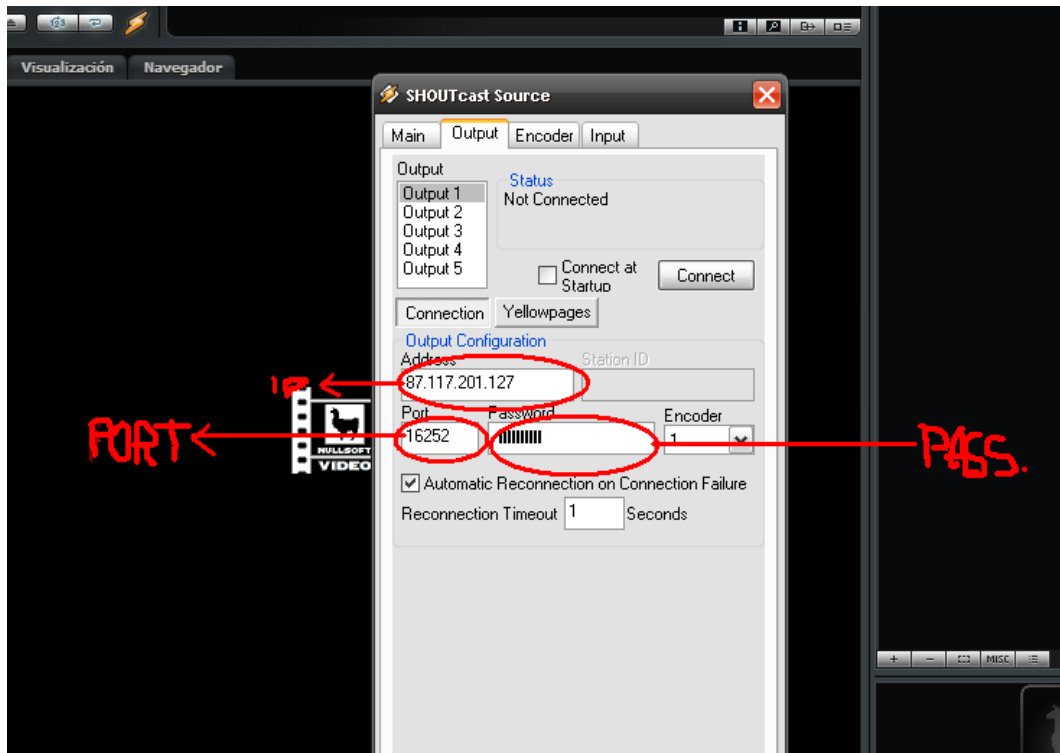
Now, you can see the ip and port information. This information is very important because this is what you need to broadcast.



Now, it is necessary to copy the ip information and paste it in the Winamp window, in the blank “address” and in “port” you paste the port info given. The blank “password” in the Winamp window must be kept with the password that was put when installing the radio station.



The password must be put when it is indicated, in the Winamp window, example:



And that's it!. You already have a radio station to broadcast. What is needed now is to run Winamp, click on "Connect" and the broadcasting in any of the url's in <http://www.listen2myradio.com>

In case that after the first use the radio station does not work, do the following:

- Go to listen2myradio and in turn ON/OFF choose "On"
- Or, go to "Change Server" and change the ip and port information.

INCLUDING YOUR RADIO STATION IN YOUR WEBSITE

If you want to include your radio station in your website, do the following:

- Use the following html text. Replace two "ip;port" information and put them what is given in <http://www.listen2myradio.com>

```

h3 style="text-align: justify; color: red;"><span class="Apple-style-span" style="font-size: large; ">&nbsp;</span></h3>
<object width="323" height="49" classid="CLSID:22D6f312-B0F6-11D0-94AB-0080C74C7E95" standby="Loading Microsoft®; Windows®; Media Player components..." type="application/x-oleobject">
<param name="DisplayBackColor" value="0" />
<param name="DisplayForeColor" value="#ffffff" />
<param name="transparentAtStart" value="True" />
<param name="transparentAtStop" value="True" />
<param name="AnimationAtStart" value="False" />

```

```
<param name="AutoStart" value="True" />
<param name="AutoRewind" value="true" />
<param name="DisplaySize" value="0" />
<param name="AutoSize" value="false" />
<param name="ShowDisplay" value="False" />
<param name="ShowStatusBar" value="true" />
<param name="ShowControls" value="true" />
<param name="FileName" value="http://87.117.201.127:16252/" /> <embed
type="application/x-mplayer2"
pluginspage="http://www.microsoft.com/Windows/Downloads/Contents/Products/MediaPlayer/" src="http://87.117.201.127:16252/" width="323" height="49"
displaysize="0" showdisplay="0" showstatusbar="-1" showcontrols="-1"
showstatus="-1" autostart="-1"></embed></object><br />
<br />
```

- Once you have done all of this, you just copy the html text modified with your ip;port information, and paste it in your site.

Created by: Alonso, J.S. (2010). *Tutorial Emisora Online by IRON LORD THE DARK GUY*.
Translated by: Lemos, C. (2010)