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REINFORCING ESL MANAGEMENT IN HIGH SCHOOL STUDENTS THROUGH ONLINE INTERACTION

MEMORIA PARA OPTAR AL TÍTULO DE PROFESOR(A) DE INGLÉS

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Dedications

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Abstract

The following research explores the reinforcement of English as a language in three (3) eleventh graders through online interaction, which includes Facebook as a direct mean of communication. This turned the research into an online education process. The aim of using this platform is to sketch a line between students' autonomy in language learning and its achievement. Among the different techniques used along the study prevail focus groups, which were applied to both meet the study's subjects and establish a transition between each task, so then measure the level of accomplishment regarding the language management amid them. The materials employed are, from students' side, electronic devices with internet connection and Facebook access; from the researchers' side, the video camera is considered the main object used to record focus groups sessions, so as rating scales to analyze these young people's performance and advancement in the requested tasks.

Key words: language management, Facebook, online interaction, autonomy.

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Resumen

La siguiente investigación explora el reforzamiento del idioma inglés en tres (3) estudiantes de tercer año medio mediante la interacción online, la que incluye a la red social Facebook como medio de comunicación directo. Esto convirtió la investigación en un proceso de educación online. El fin de usar dicha plataforma para interactuar es el trazar una línea entre la autonomía de los estudiantes en el aprendizaje de un idioma y el logro de ésta. De las distintas técnicas usadas a lo largo del estudio predominan grupos de enfoque (en inglés, *Focus Groups)* los cuales fueron usados tanto para conocer a los sujetos de estudio como para establecer una transición entre una tarea y otra, y así medir los niveles de logro del manejo del idioma entre cada una. Los materiales utilizados contemplan, por parte de los estudiantes, aparatos electrónicos con conexión a internet y a Facebook; por parte de las investigadoras, se considera como objeto la cámara de video con la cual se grabaron las sesiones de grupo, y escalas de apreciación, para analizar el desempeño y avance de los jóvenes en las tareas asignadas.

Palabras claves: manejo de lenguaje, Facebook, interacción online, autonomía.

"Students do not learn much just sitting in classes listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write reflectively about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves."

Arthur W. Chickering and Stephen C. Ehrmanns

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Introduction

The teaching process of second and foreign languages has been widely studied since the last century. Particularly in English, what is stated in Skinner's behaviorism theory and how contemporary works are explored (for example, Communicative Language Teaching approach) have opened the possibilities to learners to acquire a language based on their personal features and on the fact that each theory provides a unique view of learning English as a whole world of knowledge. The following research project focuses on some of the contemporary theories, but putting its efforts on a still unknown process, especially in Chilean schools, that involves the reinforcement and management of the language.

To begin with, the main purpose of the research is to elaborate an online reinforcement, using ICT devices and the social network Facebook as the channel to communicate with the subjects of study. Giving to the participants the opportunity to be part of an outstanding experience out of the walls of a classroom, in the research there are three eleventh graders from a Chilean high school institution; these students venture in the experiment to demonstrate themselves their capacities to be better at English language. The important thing to highlight from this research is that, as English possesses four main skills that build the language up, there is a special emphasis on productive skills such as speaking and writing. The only one reason to explain this decision is to diminish the embarrassment that talking in the foreign language produces in students and that regular classrooms hide in the English lessons.

The study involves online lessons about topics already seen by the subjects and a constant communication through Facebook. The only face-to-face contact takes place during focus group sessions, as a mean to observe and, afterwards, analyze the improvement subjects have in all areas the research concentrates. Furthermore, this written document has included in its chapters an in-depth description of the whole process. Firstly, in the Chapter 1, it is presented the decision why this problem was chosen, identifying it and covering the current situation in the country.

The next chapter concentrates the theoretical framework that compares the contemporary theories and its implications in language management, so as the concepts of online education and student autonomy and its relevance in learning process today. These concepts have been chosen due to the lack of information available to study and to raise them again in Chilean

educational reality. Besides, they are explored as an expected applicability through this research and further investigations.

Subsequently, in Chapter 3 it is explained the methodology used on the implementations of the research at school, including the research design, samples and techniques, among others features. Succeeding, Chapter 4 concentrates the essential analysis and results of this investigation, which were explained in details from the lessons and tasks used and the description of the online course itself, to the results of each task developed by each student.

At the end, Chapter 5 gathers the general conclusions made by the researchers, the limitations that had happened in the research project during its implementation and finally the proposals conveyed for further researches regarding this topic.

Chapter 1: Presentation

The following research takes place from August of 2016 to March of 2017, as part of a thesis project to qualify for the academic level of Graduated in Education and for the degree of Teacher of English from the English Department of Metropolitan University of Educational Sciences.

The main points presented in this chapter are the identification of the research problem, its justification and the hypothesis posed from it. The research questions that came up from the problem identification are also exposed in this chapter. Finally, the objectives to prove the hypothesis are stated, conveying one general and three specifics.

1.1. Problem Identification

1.1.1. The Networking Society

The 21st Century has been characterized by tremendous advances in technology regarding ways of communication and instantaneous interaction. In fact, the mixture of innovative devices such as laptops, smartphones and tablets, and the online resources that have come up during this century so far, has opened new forms to interact and communicate immediately: the well-known Social Networks.

The use of social networks around the world not only has helped communication between people from different countries, but also has encouraged different fields and areas to study them in depth for specific purposes. For example, in Psychology, a study about the use of social networking sites by emerging adults promotes a better understanding of how young people relate to their "friends" using online and offline networks (Subrahmanyam, K., Reich, S. M., Waechter, N., & Espinoza, G., 2008). On the other hand, the explosion of social networking also grabs psychologists' attention regarding the new generation of teenagers and their "little sense of privacy and a narcissistic fascination with self-display" (Livingstone, 2008).

Considering these studies as part of the contemporary researches about the impact of social networks on people, we cannot exempt the Chilean reality in these terms. Nowadays, it is common to see how platforms as Facebook and Twitter convey in people's needs as the easiest way to connect with their beloved ones and belong somehow to a different world, becoming stronger the feeling to be part of these social medias; otherwise, falling apart from this might conduct people to be outcast in this connected society. According to the government

telecommunications office (in Spanish, *Subsecretaría de Telecomunicaciones Subtel*), by 2015 13.1 million Chilean citizens have access to internet at home and in their mobiles, including regular phones and smartphones (3G/4G connection). In the same article, it is proven that in only one year, there were 1.6 million of people who got access to this service (2016). Therefore, the easy access to social networks that people have, increases every year. Statistics from the *International World Stats Website* revealed that 12,000,000 of 17,650,114 of the Chilean population are Facebook users, proving that 68% of the population uses this social media (2016).

The percentage of users of social media might increase if it is related to adolescents between 12 and 17 years old. The main reason relies, again, on the rise of internet connection in their age group but surrounding their most common environments: their homes and the school. At home, teenagers have more chances to obtain either a mobile phone or a smartphone due to their parents provide these devices to them not only for entertainment, but also for security purposes. Regarding school, the use of mobiles and internet connection provides a change in the entire educational system, starting with the increased amount of applications (apps) used to find relevant information online. This makes obsolete the old habit to go to libraries and look for information from books and encyclopedias. Another chance this contemporary resource in the classroom offers is an alternative for teachers to teach their contents by these two tools working together.

1.1.2. The School Reality

Nowadays, most schools assume that a technological environment inside the classroom would turn any advantage into a risk if they are not regulated. Lately researches have proven that the use of social networks and mobile phones decreases students' performances (Halpern, 2015). According to Halpern, despite the fact that technologies aim to improve communication, they also provoke a below average performance and isolation in kids (*La Tercera, 2015).* In fact, Halpern states that "the great usage of technologies eases education in some cases, but also it relates to below average performance of students in schools"[1].

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[1] Translation from Spanish: *"El mayor uso de estas tecnologías facilitan el estudio en algunos casos, pero también están relacionadas con el bajo rendimiento que tienen los alumnos en los colegios".* Retrieved from
http://www.latercera.com/noticia/estudio-de-la-uc-dice-que-uso-de-redes-sociales-y-celulares-baja-rendimiento-escolar/
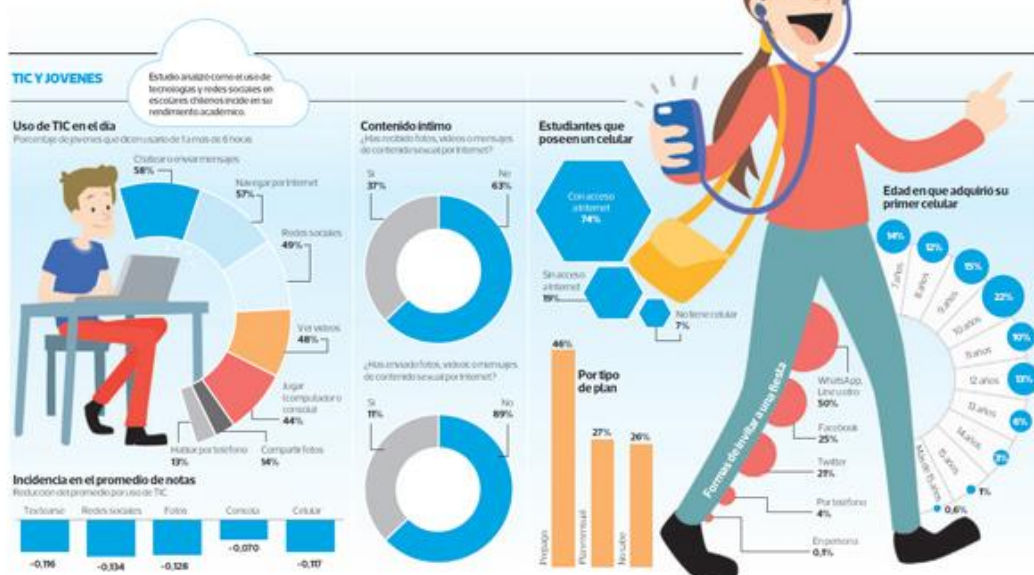
Figure 1: Analysis of use of ICTs and social networks in Chilean High School students. Source: La Tercera, 2015.

It is a constant commitment for teachers to innovate in the classroom, using new strategies and methodologies to keep students aware of the lesson; however, it is also relevant to balance the needs this generation must keep in touch with the world, and promote new strategies to grab their attention for learning purposes. Despite many researches support the disadvantages of using internet and social networks for educational purposes, every year is harder to escape from them or fight against their invasion in students' lives. The main problem by handling with this has to do with the inappropriate way to fuse devices and online connection to the regular learning process at schools. In fact, students are now the ones who illustrate teachers in the use of technological tools to retrieve information in class and to go further in what they study. As Shroeder, Minocha, and Schneider stated, "integrating these applications (social media software) into learning and teaching practices has the potential to trigger significant educational innovations as they enable new forms of interactive and collaborative learning" (2010).

1.2. Problem Justification

After an extensive observation period as part of the researchers' professional placements, it has been concluded that current students are now focusing their attention of things such as the trending news on Facebook and Twitter rather than the class itself. Hence, the teacher's reaction is always to punish and ban them from the use of smartphones and cellphones as his or her method to establish discipline and keep students away from the web. Most of the times, this reaction promotes a break in the teacher-student relationship, becoming the learning process a tedious work for both parts. Here we, as observers and teachers, wonder the main issue –and the most important reason- why balancing the use of social networks and the teacher's job might contribute in the highest achievement in the educational system.

On the other hand, the gap between the learning process and the reinforcement students need after a class is also noticeable. The emphasis relies on just measuring what is taught, but not what is really learnt. This situation is clearly represented by the standardized test SIMCE (in Spanish, *Sistema de Medición de la Calidad de la Educación).* Since 2010, the Ministry of Education conceives this evaluation as the appropriate method to measure students' knowledge regarding this subject. The sample considers all the students of 11th grade in most of the region of the country. As every test of such massive application, some scholars have the discussion that SIMCE does accomplish its main purpose, by measuring and evaluating what students receive in their English lessons, reading and listening. Therefore, the whole test is designed to put them in practice, as the unique abilities Chilean adolescents should understand about the foreign language.

On the contrary, some detractors of the test (c.f. Campos-Martinez & Guerrero; Pino, Oyarzun & Salinas; *Alto al SIMCE)* criticize that it is a tool that cannot demonstrates the disadvantages that certain students have in learning these subjects, especially in English as a Foreign Language. Any learning process implies a correct recognition of the context where it is taking place, so this evaluation does not consider neither the school's environment nor the motivation students have in their lessons, the methodology teachers apply, among other factors that may influence the test's outcomes. Consequently, we believe that a kind of research like this one is an alternative to offer a trustful source we can use to obtain a real result to solve our premise, fusing social networks and an online environment to rehearse.

Current High School students will be exposed to English beyond the subject at school; they will apply their previous knowledge as a vivid factor of the advantages and disadvantages in learning a language taking into account the school environment and their skills in its exposure. In this research, it is explored the use of internet through social media (mainly Facebook) as a great contributor to reinforce English level in students of 11th Grade (in Spanish, *Tercero Medio*) from the school Don Orione, located in Cerrillos, Santiago. The classroom will be a Facebook website as a wide, open and fast encounter to knowledge with these High School students.

1.3. State of the Art: Chile in pursuit of better English Proficiency

Since the last decade, it has been a constant feature to improve the English language inside schools from Chilean educational authorities. This is not only happening in Chile, but also in Latin American countries that have implemented certain methods to rehearse the learning process of this language. In this quest, the global enterprise English First (EF) in 2014 carried out the 4th edition of the English Proficiency Index (EF EPI), measuring the efficiency of the English language of 63 countries through tests to 750,000 people above 18 years old. According to the results, Chile stands at the 41st place among the rest of the countries.

Comparing results from 2013, Chile has increased its English level in three points. The obtained features demonstrate that Chile has the same level between countries in the same region, lower than the rest of globalized countries -except for Argentina, country that obtained a "Higher Proficiency" level (Universia Chile, 2015). In the event where these results were shown, Carlos Alvarez Viera, *Coordinador Nacional de Educación Básica de la División de Educación General,* said that "the main focus of the Ministry of Education for the next 15 years is the Nacional English Strategy[2], which objective is to develop and strengthen the competences of the population in the English Language, to accelerate the insertion of Chile in the global world and improve our competitiveness"[3] (Universia Chile, 2014).

The National English Strategy is another effort made by the Chilean government. A 2014-2030 proposal points out that, in the next 15 years, Chileans could master this language as

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[2] Translation from Spanish: Estrategia Nacional de Inglés
[3] Translation from Spanish: *"uno de los principales focos del Ministerio de Educación para los próximos quince años es la Estrategia Nacional de Inglés, cuyo objetivo es desarrollar y fortalecer las competencias en el idioma inglés de la población chilena, para acelerar la inserción de Chile en un mundo global y mejorar así nuestra competitividad".* Retrieved from http://noticias.universia.cl/en-portada/noticia/2014/12/10/1116761/chile-ocupa-lugar-41-dentro-63-paises-medidos-ef-epi-2014-ranking-global-dominio-ingles.html

their mother tongue (Universia Chile, 2014). This project centers in four (4) thematic ideas to encourage the language learning, namely: family and society, school and students, initial formation and English teachers' continuity and specific purposes. In educational terms, it would be expected that 20% of students that held SIMCE obtained A2 or B1 level in 2020 and, at least, 50% of them at 2030.

1.4. Hypothesis

The current curriculum for English lessons in Chile still focuses the teaching process on receptive skills (reading and listening) rather than productive skills (writing and speaking). Particularly in speaking, the lack of exposure to English that Chilean students have in their classes might be considered the main reason why they feel embarrassed to produce any utterance in the foreign language. Hence, students forget what they have learnt without having the chance to put the contents in practice.

Reinforcing language management outside the school environment is yet an unknown methodology for ESL teaching in Chilean classrooms; particularly through online interaction, which is an environment that students are more comfortable and free to work by their own. Teachers should apply a methodology that involves social networks as a mean of communication with their students out of the regular classroom; thus, they would help students to feel closer to English learning, as well as more capable to produce speeches in this language at their own pace.

The hypothesis suggests that reinforcing EFL through online interaction improves language management, in terms of speaking in a foreign language and strengthening the abilities to produce communication through it.

1.5. Research Question

Can high school students improve their English management by using online interaction through a social network?

1.5.1. Sub-questions
- Does online interaction promote language management in high school students?
- Could students work by themselves, without the direct presence of a teacher in their learning process?

● How can High School students be evaluated in the English subject, regarding the networking factor at schools?

1.6. Objectives

The objectives for this research are presented below.

1.6.1. General Objective

To prove how English level of high school students improves using Facebook as a main tool of interaction and learning reinforcement.

1.6.2. Specific Objectives

● To propose a different methodology in reinforcing English as a second language (ESL) management in High School Students through online communication.
● To provide a preliminary result regarding the use of Facebook as a useful online platform to assess ESL learning reinforcement.
● To find out new strategies to heighten Teacher-Students relationship.

Chapter 2: Theoretical Framework

2.1. Introduction

Language is one of the most significant skills that differentiate humans from animals. The creation of a major number of different languages makes us, as humans, creatures that cannot stop learning a single language. We were born with a certain language indicating their origin and birthplace, but during our lives and situations humans are able to learn different skills and among them, learn a second or even a third language apart from their "mother tongue".

For this research purposes, *Reinforcing ESL Management in High School Students through Online Interaction,* the theoretical framework will be based on three main themes establishing strong concepts to accomplish our goal, which is how the process of learning and development of each student that participated in this project was. We will center this research into the following topics:

- Language Management
- Online Education
- Learner Autonomy

2.2. Language Management

The concept of language has such a great amount of meanings for different context that involves a wide variety of research fields, as human evolution, neuroscience, and phonology, among others. However, the fields of linguistic and sociolinguist development of language concerns the verbal behavior of language increasing the amount of usage and variation of it.

For human beings, language is a fundamental device to get along with others and set relationships between them. Since the beginning of time, the man has looked for ways to communicate with others from their species, using drawings (cave paintings, hieroglyphics) and sounds emitted from their throats, which they mentally provided a meaning for different situations (Austin, n.d.). By this, it is possible to infer that there is no possibility to establish any bound or to approach to other people without language. Moreover, bearing that language does not mean only letters in an alphabet, but also actions that convey shared meanings, the way we develop each type of communication is vital. In the case of verbal language, for example, consider when a child is growing; he starts to imitate sounds from their parents or his surroundings in order to share meanings with them. In this way, Lemetyinen cites what Skinner

argued about children that learn language based on behaviorist reinforcement principles by associating words with meanings (2012). She also says that correcting utterances are positively reinforced when the child realizes the communicative value of words and phrases.

Meanwhile this child gives a value of his own communicative actions, other structures take place in his communication process. Handling with isolated words helps him to understand lately fluent speeches; then, he can use all those words to segment longer utterances (Lignos, 2012). At the end of this process, which finishes when he is between 3 to 4 years old, this child can become aware of his own abilities to communicate properly with others, putting them into practice by entering to Playgrounds and Elementary schools.

The development of language a human being generates throughout his life is determined by the environment in which he or she lives. Considering again the child as example, the environments he could be settled are several: his family, the neighborhood where he lives, the school, his friends and their families, among others. All these contexts promote the growth of language in terms of how he uses it to convey meanings. Particularly in school, as he is growing and meeting new people, the development of language increases in the amount of words he manages and the different definition**s** these words might have according to specific situations. At a certain level the child, so as any other human being, is able to handle his own language as he pleases. This is what Neustupný (1978) calls Language Management, stating

> "Language Management is based on the idea that it is necessary to differentiate between two processes (and thus two sets of rules) in language use: (a) the process which enables the generation of utterances or communicative acts and (b) the process whose object is the utterances or communicative acts themselves, whether they have already been generated, are currently being generated, or are anticipated". (As cited in Nekvapil, 2009)

In addition to this concept, Johnson & Newport (1991) maintains the concrete idea of language as universal, in which "determining what is universal or systematic about languages of the world is one way of discovering what kind of constraints and biases the child might have which make learning possible". Furthermore, Johnson also states that "while languages are universally very similar on the property in question, they are not the same in detail; rather there is a highly-restricted range of variation on some particular aspect of universal property"

(1991). Likewise, Lemetyinen also states Chomsky's Universal Grammar as an idea of innate, biological grammatical categories (e.g. a noun category and a verb category) that facilitate the entire language development in children and overall language processing in adults (2012).

In an educational context, language enhances the importance that its development and management become the main goal to reach, especially in the acquisition of a second language (in the Chilean educational context, a foreign one). The relevance of a method of language teaching in the acquisition of language takes a major role. In its differences, it was found that in learning the mother tongue (thereby, L1) in early stages of childhood or in the acquisition of a second language (thereby, L2), it might maintain some rules of L1 and they will be mixed with the L2, to ease the learning of the new language. Krashen declares that "the first way [in learning a second language] is language acquisition, a process similar, if not identical, to the way children develop ability in their first language". Besides, he states "language acquisition is a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication" (1982). In conjunction to this, Krashen makes a "[...] second way to develop competence in a second language, which is by language learning". He proposes

> "The term "learning" henceforth to refer to conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them. In non-technical terms, learning is "knowing about" a language, known to most people as "grammar", or "rules". Some synonyms include formal knowledge of a language, or explicit learning" (Krashen, 1982).

Language tends to hold onto a considerable number of features or characteristics in its own meaning. It is significant to mention that language is nothing without the use of any of these approaches. This research project focuses on two of these approaches, specifically communicative and productive, which are part of the system of a language existence and the second language learning process.

2.2.1. Communicative Approach

Communicative approach catalogs the usefulness of communication in language and not only so. According to Swan, for a language "is not enough just to learn what is in the grammar and dictionary. We were told two levels of meaning in language: 'usage' and 'use', or

'signification' and 'value'" (1985). Making notice of the importance of communication not only to pronounce something right, but also to make sure that the other person, who may receive the message, understands it.

In a proximity to communicative approach exists the Communicative Language Teaching method (thereby, CLT), in which learners are not specifically taught the strategies, maxims, and organizational principles that govern communicative language use, but are expected to work these out for themselves through extensive communicative task engagement (Celce-Murcia, 1997).

In simple terms, in this research project CLT takes a main role in the way students can improve their usage of the English language. Nowadays, with this method students have the opportunity to both learn a second language by themselves and share their experiences with others (for example, their classmates). In Richards (2005), he proclaims that

> "While grammatical competence is an important dimension of language learning, it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication. It is the latter capacity which is understood by the term communicative competence." (2005)

In consequence to this, he states that communicative competence includes certain aspects such as knowing how to use a language with different purposes and functions, how to vary the use of a language according to setting and participants, how to produce and understand different types of texts and finally how to maintain communication despite having limitations in one's language knowledge (Richards, 2005). These characteristics have been always looked in Chilean students, to embrace their development in the English Language. Although its precise content is variable, the term CLT still serves as a valuable reminder that the aim of teaching is not to learn bits of language, but to "improve the students' ability to communicate (Swan, 1985). In association with classroom environment, the relationship between teacher and learners in CLT implies that learners now have to participate in classroom activities that are based on a cooperative rather than individualistic approach to learn (Richards, 2005). Therefore, students become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model (Richards, 2005). On the other side, teachers now

are able to assume the role of facilitator and monitor; they need to develop a different view of learners' errors and of her/his own role in facilitating language learning (Richards, 2005).

2.2.2. Productive Approach

As well as the Communicative approach, it is remarkable to center the attention to the Productive approach. Many researchers agree on the fact that without communication and production, language cannot exists by itself. Meanwhile, language perseveres as a person practice and produce more features in that "particularly Language" (no differences if it considers the acquisition of L1 or L2).

The Productive approach is based on the productive skills that a person develops, in terms of speaking and writing areas, in which both are as equals and important as the receptive skills, listening and reading. Regarding speaking skills, Djigunović discusses what Bygate argued about that researchers often describe it as a complex and multilevel skill. Part of the complexity is explained by the fact that speakers need to use their knowledge of the language and activate their ability to do this under real constraints (Djigunović, 2006). In writing skills, he also states the importance of writing in FL learning has been perceived differently throughout history, it was only viewed in the past. As Rivers stated in Djigunović, nicely put it several decades ago, as a handmaid to the other language skills, it was considered to be useful for reinforcing the knowledge of vocabulary and grammar acquisition (Djigunović, 2006).

2.3. Online Education

The concept of online education is a "complex" construction if considering both, online and education. The former is related to every knowledge or information taken from a website, or, as Cambridge Dictionary states, "to be or become connected to the internet so that you can use its services" (Online). In consequence to the entrance of a worldwide web connection, "the Internet enables us to chat with friends thousands of miles and several time zones away; to rally people with similar views to action; to offer support to fellow sufferers; or to find people with similar interests" (Preece, 2001).

Once put together, it appears other many terms for online education, namely: virtual education, Internet-based education, web-based education, and education via computer-mediated communication (Paulsen, 2002). Moreover, Keegan (1988) states a definition of online education, referring

"online education is characterized by: the separation of teachers and learners which distinguishes it from face-to-face education, the influence of an educational organization which distinguishes it from self-study and private tutoring, the use of a computer network to present or distribute some educational content, the provision of two-way communication via a computer network so that students may benefit from communication with each other, teachers, and staff" (as cited in Paulsen, 2002)

It is imperative to begin to open and explore other worlds and contexts inside the web and invite school participants to do so. Nowadays, "low-cost Internet access has brought the Internet into many people's homes and made it a valuable medium for social discourse (Preece, 2001). The encounters on the *cyberspace* creates more and more probabilities to get to meet people from other parts of the country, other nationalities, find old friends, remember old events. Moreover, there is a high impact educational terms because these encounters also help both students and teachers to acknowledge new information. For example, finding out science or math information, instead of going to the library and looking it up from a book. Every media platform uses almost the same purpose, differing from factors such as age group, audience and quality of information, just to mention some of them.

A key point in this area considers that "technology has played and continues to play an important role in the development and expansion of online education" (Kim, K & Bonk, C, 2006). Encouraging the implementation of these tools in each classroom of every school over the globe. Furthermore, some researchers concluded that online education creates a collaborative environment that allows students to feel more confident in their learning process.

The interaction factor is one of main features that online education develops and emphasizes; however, more important features are related to external factors. Those that surround students, involving them as the protagonists in this alternative educational style in online education programs. The effectiveness of the interaction among students probably is the key of the successes to the courses created online. Just as Webster and Hackley (1997) mentioned

"the following dimensions can capture the concept of effectiveness: student involvement and participation, cognitive engagement, technology self-efficacy (i.e. the belief that one has the capability to interact with a given technology), perceived

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usefulness of the technology employed, and the relative advantage or disadvantage of online delivery." (as cited in Volery & Lord, 2000)

Besides, the effectiveness that students may reach with online tools affects in their performance in regular classroom and behavior because the interaction factors increased their self-confidence and exhales their communication with classmates. Indeed, McIntyre and Wolff (1998, p. 257), noted that "one of the powers of interactivity in a Web environment is the capability to engage by providing rapid, compelling interaction and feedback to students" (as cited in Volery & Lord, 2000). The engagement that students could demonstrate is a main factor that has been taken in consideration in the planning of this. Neorman and Spohrer (1996) declare "an engaged student is a motivated student" (as cited in Volery & Lord, 2000).

Another feature to take into consideration in the online education interaction is the role that teachers or instructor played. Although Volery and Lord (2000) refers to "instructor" rather than "teacher" by exposing "the instructor should exhibit interactive teaching styles, encouraging interaction between the students and with the instructor", this statement also fits with what teachers are expected to develop through online education[4]. As they also estimated that students in internet distance learning courses often face technical problems, it is, therefore, crucial that the instructor or teacher has a good control of the technology and is able to perform basic troubleshooting tasks (Volery & Lord, 2000). It is indispensable to take these considerations and more others to provide a proper environment of confidence for students, because each of them has different characteristics.

A great example of the relevance of online education is the significant impact at the United States. Kim & Bonk (2006) state that "institutions of higher education have increasingly embraced online education, and the number of students enrolled in distance programs is rapidly rising in colleges and universities throughout the United States". This impact is likely to be replicated in this research, though the amount of students cannot be compared with the reality in USA.

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[4] In order to avoid misunderstandings between "teacher" and "instructor, please revise the site http://pediaa.com/difference-between-teacher-and-instructor/

2.4. Learner Autonomy

Beginning with a generic view, autonomy implies a "universal concept that widely varies in meaning and application, depending upon context and setting" (Spear & Kulbok, 2004). In more recent studies, Dworkin describes the concept of autonomy "as a feature of persons and that it is a desirable quality to have" (2015). The author also links the concept of autonomy to what a person identifies as his or her own motivation; in his words, "when a person identifies with the influences that motivate him or her, assimilates them to himself or herself, that he or she is autonomous". In general terms, the definition of autonomy lies within the idea of accomplishing goals by ourselves, considering motivation as the motor of any autonomous action.

Some years ago, autonomy was "a desired developmental accomplishment that focused on separation and detachment from the family" (Spear & Kulbok, 2004:147). Particularly in adolescences –the age group of this research- the authors explain that the concept possesses "inherent characteristics", defining it as "an active, individualized, holistic, contextual, and developmental process-oriented state of being" (p. 145). Now, focusing on the learner autonomy, Little (2007) states that in the early 1980s, the concept of learner autonomy was often related to both adult education and self-access learning systems, which might mean a matter of learners doing things on their own: self-instruction (p. 14). However, this misunderstanding is clarified in Holec, stating that it is the "ability to take charge of one's own learning", and pointing out that this ability "is not inborn but must be acquired either by 'natural' means or (as most often happens) by formal learning, [that is to say] in a systematic, deliberate way" (as cited in Little, 1998). Dickinson also says that autonomy "can be seen as an attitude towards learning in which the learner is prepared to take, or does take, responsibility for his own learning" (1995). Nowadays, learner autonomy seems to be "a matter of learners doing things not necessarily on their own but for themselves" (Little, 2007:14).

Achieving autonomy in language learning implies a will towards developing the ability to be responsible for our own learning; we accept full responsibility in that learning depends exclusively on ourselves rather than on other people (Little, 1998). So, it is fundamental for the learner to keep his or her intentions to reach any new knowledge on the top, taking advantage of every learning resource. This promotes working by his or her own without any setback. Nevertheless, in almost all processes in which an important amount of willingness is involved,

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we as human beings tend to disrupt them if one of these resources is missing. The most valuable and unpredictable deals with how motivation acts as the motor to achieve a goal.

The relationship between autonomy and motivation has been seen in Dickinson (1995), who expounds several researches regarding this topic. Particularly, she cites Wang and Palincsar (1989), stating that the motivation a person has to learn and its effectiveness may be raised in learners "who understand and accept that their learning success is a result of effort, and that failure can be overtaken with greater effort and better use of strategies" (as cited in Dickinson, 1995:168). Because of this, Deci and Ryan (1985) declares that motivation tends to be higher when the interest the learner has in the tasks and their outcomes are related to their own benefit and not otherwise; the learner is not interested in any reward but a concrete result of this (as cited in Dickinson, 1995:168). In other words, this particular bond between learner autonomy and motivation is vital for the learning process, since the learner puts his or her efforts to commit it by an internal willing that is enhanced by a purpose he or she believes as his or her motivation.

Similarly, during the last decades both teachers and researches have agreed that motivation is one of the key factors that any learner needs to achieve properly a language. Dörnyei (1998) gives a snappy definition of motivation:

> "Motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in L2 acquisition presuppose motivation to some extent. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement."

Similarly, Gardner's social psychological approach states that L2 motivation involves a motivational intensity, the desire to learn the language, and an attitude towards this act of learning; all these elements belong together as a manner to fulfill an individual satisfaction that is manifested through their display. In the author's words, "My feeling is that such a mixture is necessary to adequately capture what is meant by motivation" (Gardner, 1995: 100; as cited in Dörnyei, 1998: 122).

Furthermore, Moore (1972) declares that most educational theories demand learners to acquire the ability to conduct their own learning (p. 80). Likewise, he also states that "Autonomous learners are likely to have recourse to teachers in all kinds of media [...] the autonomous learner turns to teachers when he needs help in formulating his problems, gathering information, judging his progress, and so on (p. 81). Hence, the relationship between teachers and learners implies an important role in rehearsing motivation as the path to reach autonomy.

However, the author also describes the concept of distance teaching as "the family of instructional methods in which the teaching behaviors are executed apart from learning behaviors, including those that in contiguous teaching would be performed in the learner's presence, so that communication between the teacher and the learner must be facilitated by print, electronic, mechanical, or other devices" (p. 76). These ideas fit the hypothesis of this research, by stating that the correct comprehension of autonomy in the learning process is closely related to how motivated the learner is and the resources used to reach his or her motivation.

Moreover, Deci & Ryan' self-determination perspective provides a relevant role to L2 motivation, as well. These authors focus their proposal on schools' systems to engage students to learn under motivation. This contribution may conduct this research to a prospective for national institutions. As they declare, "ideal school systems are ones that succeed in promoting in students a genuine enthusiasm for learning and accomplishment and a sense of volitional involvement in the educational enterprise" (Deci, Vallerand, Pelletier, & Ryan, 1991: 325). In the same way, they add "it is this interest and volition […] that lead students to display greater flexibility in problem solving, more efficient knowledge acquisition, and a strong sense of personal worth and social responsibility" (p. 326). These kind of student is wanted in Chilean classrooms; however, the process of seeking them is taking longer than it should be.

Chapter 3: Methodology

3.1. Research Design

This thesis project was developed following a qualitative perspective, considering that this kind of research focuses on "understand and delve into the phenomena, exploring them from the participants' perspective in a natural environment and relating to the context"[5] (Hernandez, 2010: 364). The research highlighted the idea of "learning from experiences and points of view of the individuals involved, valuing processes and generating enlightened theories regarding participants' perspectives" (Hernandez, 2006: 525).

The main purpose of this research was to gather these particular perspectives from the subjects about the way they conceive language management and its application in their common environments (in this case, an online one). Therefore, in the course of our research, it was necessary to establish a singular methodology that correlated the usage of social media and the online interaction. The next point covers the process more in depth.

3.2. Type of Research

To explore the students' previous knowledge, an observation period was necessary to carry out during August. One of these researchers shared with them in their English lessons for four weeks, discussing and speaking in the foreign language as her way to weigh their English level. This was useful not only to select the subjects of the research, but also to define the method to collect the necessary data. In this way, the primary data collection came from this observation time, in which one of the researchers focused on students' English speaking management. Hence, there was no document involved to retrieve this information.

As this research looks for the possibility to improve speaking skill by interacting through a social network, the manner chosen to respond these questions includes an attempt to relate the pedagogical aspect of ESL management and the social network Facebook as a communicational platform. Therefore, a correlational research took place to provide an understanding on how their own abilities to perform in a different language can be portrayed in social media sites.

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[5] Translation from Spanish: *"la investigación cualitativa se enfoca a comprender y profundizar los fenómenos, explorándolos desde la perspectiva de los participantes en un ambiente natural y en relación con el contexto."* Hernández Sampieri, R., Fernandez Collado, C., & Baptista Lucio, P. (2010). Metodología de la Investigación (Quinta ed.). Iztapalapa: McGraw - Hill.

However, to explain the way students went through the research, it is also important to consider the descriptive research as an important opportunity to provide a description of the process and state the main conclusions of the research.

3.3. Type of Study

A study case was chosen as the method to analyze the process of our subjects. A study case "systematizes over a period of time one or several experiences or processes, their critical moments, actors and context in order to explore its causes, and to understand why the experience(s) or process(s) object of study was developed as it did" (Luna, E., & Bu, L. R., 2011)[6]. Moreover, Chetty (1996) points out that the study case is a rigorous methodology that

- It is adequate to investigate phenomena in which it is sought to respond how and why they occur,
- Allows to study a specific topic,
- It is ideal for the study of research topics in which the existing theories are inadequate,
- It allows studying the phenomena from multiple perspectives and not from the influence of a single variable[7] (as cited in Martínez Carazo, 2006:175).

In the same way, case studies generally aim to provide a holistic description of language learning or use within a specific population and setting. As a consequence, its approach conducted the process to an exploration on high school students' English domain so far.

3.4. Sample

The sample started with ten (10) students from the school Don Orione, located in Cerrillos, Santiago. They belonged to three different educational levels, namely tenth grade,

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[6] Translation from Spanish: *"Un Estudio de Caso sistematiza a lo largo de un período de tiempo una o varias experiencias o procesos, sus momentos críticos, actores y contexto con el fin de explorar sus causas, y entender por qué la/s experiencia/s o proceso/s objeto de estudio se desarrolló como lo hizo."* Luna, E., & Rodríguez Bu, L. (2011). Pautas para la elaboración de Estudios de Caso. Sector Conocimiento y Aprendizaje-BID-Vicepresidencia de Sectores y Conocimiento, 1-10.

[7] Translation from Spanish: "*el método de estudio de caso es una metodología rigurosa que*
• Es adecuada para investigar fenómenos en los que se busca dar respuesta a cómo y por qué ocurren.
• Permite estudiar un tema determinado.
• Es ideal para el estudio de temas de investigación en los que las teorías existentes son inadecuadas.
• Permite estudiar los fenómenos desde múltiples perspectivas y no desde la influencia de una sola variable.
• Permite explorar en forma más profunda y obtener un conocimiento más amplio sobre cada fenómeno, lo cual permite la aparición de nuevas señales sobre los temas que emergen, y
• Juega un papel importante en la investigación, por lo que no debería ser utilizado meramente como la exploración inicial de un fenómeno determinado." Martínez Carazo, P. (2006, July). El método de estudio de caso: estrategia metodológica de la investigación científica. Pensamiento & Gestión (20), 165-193.

eleventh grade and twelfth grade (in Spanish, *segundo medio, tercero medio* and *cuarto medio*). Due to personal reasons, only three (3) students were finally part of the study from the beginning in August to the end in December. These three students were eleventh graders, identified as Christopher Arias, Camilo Barahona and Alexander Diaz. For a better portrayal, students are described as follows in Table 1.

Table 1. Description of study subjects

	Christopher Arias	*Camilo Barahona*	*Alexander Diaz*
Age group	Teenager (15-18)		
Gender	Male		
Academic Average in English subject	6.5	6.8	7.0
High School level	Eleventh grade		

Source: Own elaboration based on information retrieved from Colegio Don Orione and observation period.

These three students demonstrated a high commitment with their intentions to communicate in a different language. Their interest and motivation contributes in the decision to invite them to be part of the project. Besides, their academic average in the English subjects endorses our trust on their autonomous performances throughout the research. Finally, these students were eager since these researchers asked them to participate in this.

3.5. Variables

The variables considered to develop this thesis research are two, which are the English management itself and the way this might be reinforced through online interaction. The interaction between them implies the proof of the hypothesis presented in chapter 1.

3.6. Techniques and Instruments

The instrument selected to observe and interpret the results was a focus group, defined as "a form of interviewing [...] there is an emphasis in the questioning on a tightly defined topic; the accent is on interaction within the group and the joint construction of meaning" (Winch, Todd, Baker, Blain, & Smith, 2005). This instrument provided an opportunity to meet the subjects better, so as their feelings during the research, their opinions regarding the process, and their own self-evaluations about their performances. Moreover, by this the study retrieved unbiased points of view from every actor in this research.

There were three (3) focus groups as a total. The first one took place on October 14th, 2016, in which six (6) students were present. In this first encounter, the research was exposed, so as these researchers' expectations. The development of this focus group took into consideration students' expectations and their preliminary response to the research purpose. During the second one, which occurred on November 4th, the group decreased to three students (Arias, Barahona and Diaz). In this occasion, students shared their experience developing the activity committed. Finally, the last focus group was on November 25th, moment when students exposed their final feelings and opinions about the work developed throughout the research.

The validation of the instrument relies on the later analysis regarding students' language management in the research, in which the performance they had throughout these focus groups is part of the transition between tasks. Focus groups left students free to express themselves, so as giving their impressions on how the process was going on for them.

Chapter IV: Analysis of the Research

4.1. Structure of Lessons

The lessons of this thesis project considered the ICTs resource for the whole program. The structure of each lesson was planned taking into account students' previous knowledge and their weaknesses on it gathered by one of the researchers during the observations at school.

To begin with, it was necessary to take into consideration the length of the lessons. The main reason was to be consistent and precise regarding the content to reinforce in each lesson. Therefore, their duration was between 1.5 minutes to 3 minutes. As the lessons went through, this choice turned into one of the key points of the project, mainly because it demonstrated its efficiency in terms of engagement and attention students paid to them throughout the project. The lessons consisted of a presentation which includes vocabulary related to the content chosen, their usage in spoken English and a task to develop in their spare time. One of the ICTs resources to compile the information was Prezi, a platform created in 2009 that reinvents presentations by their designs and the fact that works online.

Subsequently, the lessons were recorded and presented as a video. To do this, the Prezi presentation became a video made by the application Screencastify (Screen Video Recorder). The accessibility to this application also contributes in the ability to provide a high-quality video mixing online platforms. Furthermore, it was essential to make them more dynamic, engaging and interesting for students. Once the video was ready, it was uploaded to a Facebook webpage, created for this research purposes called "English For Fun" (see point 4.3), so students connect with the site and check the video posted.

By this, these researchers encourage students to accomplish one of the objectives of the research, regarding their ability to produce content already taught in their English lessons in conversations, recordings or simple dialogues.

As this objective takes a meaningful purpose to study, each lesson followed a structure, described as follows.

4.1.1. Lessons' purpose

In the notion of the lessons, they were based on three (3) topics, selecting one topic per lesson. These topics were chosen after reviewing Ministry of Education's (in Spanish,

MINEDUC) curriculum for the English subject, considering contents from 5th grade to 11th grade. Particularly in the level the subjects belonged, MINEDUC established in its study programs that students need to have a precise communicational level and vocabulary in English language to perform oral dialogues and monologues in contexts. Furthermore, they should exchange ideas using idioms and full sentences (c.f. *Programas de Estudios 3ro Medio*, 2014). Besides, a personal analysis regarding the most common vocabulary an ESL student should manage was considered to select them, as well.

These two reasons were supported by the fact that, during the observation period, the 11th graders presented several difficulties using specific contents in English; one of the contents chosen was part of the students' textbook provided by the Ministry of Education. Therefore, each lesson was designed as a method in which students could have the opportunity to reinforce these contents, applying them as a regular topic rather than a content to study profoundly. In this way, students could work on them in a real context, making them a big unit to reinforce.

4.1.2. Explanation of the topic

The next step was the explanation of the topic, emphasizing on the correct usage of idioms, words and phrases. The topic was contextualized so that students could notice its applicability in different situations. By this, the subjects of study were able to discriminate between grammar rules and idiomatic word formations. One example is taken from Task 1, in which students were exposed to the usage prepositions of place for the purpose of understanding how to give directions.

4.1.3. Closure of the Lessons

Finally, each lesson had a corresponding closure that consisted of the exposition of the task to develop. Depending on the toughness of the task, the explanation would include examples, specific requests or cheerful phrases to encourage them to do so. As the lessons were uploaded to the Facebook page (see point 4.3), students could post questions or any doubt they might have regarding the lesson. In case they did not publish anything, the researchers assume that students understood the content and they were ready for working by themselves.

4.2. Structure of Tasks

As a method of obtain concrete results in our research, the decision to work on tasks developed by students according to the theme that each lesson had was made. The tasks were created to demonstrate students' efficiency and autonomy during the project; they had to work on them in a specific time interval, giving them a deadline to submit their work on Facebook. In consequence to this, each task was designed with clear uniformity, so that every student could understand and also provide the exact example or way the task had to be done. Once the task was satisfactory received and submitted by everyone, a focus group was coordinated with students to give the opportunity to exchange their experience of each task.

4.3. Description of "English for Fun!"

As it was repeatedly said, the main goal of this project was to implement a reinforcement method by using ICTs, involving not only students within it but also the researchers, as teachers. The opportunity was to improve their teaching skills by using Internet to communicate and provide materials for the students.

Before the research began, it was thought to work with several social networks at the same time, such as Instagram, Facebook and WhatsApp, but it would have been hard to keep contact with students using all of them together. Thus, the researchers consulted the subjects of study about the social network they were using more often; their answer was Facebook as the best way for them to interact with. That is why it was decided to use this network as the main platform that would concentrate all communicational channels.

After choosing the channel, its implementation was a great challenge because it was needed to know how to administrate a Facebook page, different from a Facebook profile. The former is a business account that, in this case, represents an organization. This means that the information shared on it implies the intention to grab attention to a particular group. The latter is merely the personal account on the platform that everyone who joins has. By creating the page, it was mandatory to choose an interesting and catchy name that has to do with what the purpose of the research project. Thus, the Facebook Official Page was named "English Fur Fun!" adding a brief description and welcoming students. Along with that, as a way to simplify the browse of the page, the username @englishforfunumce was created. This contributed in speeding up the communication between students and the researchers.

Figure 2: Cover image of Facebook page, "English for Fun". Source: "English for Fun!" Retrieved from https://www.facebook.com/englishforfunumce

Once the page was launched and students connected with the page, the process of uploading the videos and sharing information about the focus groups had started. As it was mentioned before, it was also used to answer questions and doubts formulated by the students. The main advantage of this online reinforcement was that researchers could keep in touch with students at every moment and any time of the day. Both students and researchers were one click away from each other.

As English was the only language chosen to communicate with students, all posts from the researchers were written in the foreign language; this also helped students to, unconsciously, practice their own abilities to write, applying grammar skills and lexicon, so as their own capacity to share ideas in a different way. The main idea, though, was to leave students free to publish and write, without the fear to be corrected in case of a mistake.

4.4. Final Results

The results of this research project were synthesized in information charts that measure, in five different categories, how far students accomplish the objectives proposed in the research. The charts are separated for each lesson and each student, respectively.

The categories selected to measure the work provided by the subjects are explained in depth as follows:

- *Follow Instruction*

Main objective: 'Student follows satisfactory the instructions gave in each task.' By this category, the researchers expected that students could understand by their own what to do in

each task. Although they had chances to ask about them, the main purpose was to offer him the opportunity to get instructions in a foreign language.

- *Student Autonomy*

Main objective: 'Student works by his own time rhythm, but respecting the deadlines.' This category implied an individual work in a range of time in which the student had to reply with his task. The time given to the student covered between one week and two weeks, depending on the difficulty the task might have for him.

- *Oral Expression:*

Main objective: 'Student develops an appropriate accuracy and fluency during each task'. This category does not consider grammar mistakes; it takes how the student manages the vocabulary and structures his speech.

- *Performance*

Main objective: 'Student accomplishes a natural performance using English as his way of communication'. Performance was conceived as how the student handled with English in terms of production itself. The main attributes to fulfill this category are self confidence in his speech, awareness of speaking in a different language and use of his personal features to communicate in English (tone of voice, body language, spontaneity)

- *Language Management:*

Main objective: 'Student obtains a level of English usage generated through each task. The main importance of this category, exalts the usage of all features seen in each task. Demonstrating the final goal, that is reaching the requirements to success not only in the correct use of English features but also to master the management of language itself.

Task 1: Giving Directions

The first task meant a complete expectation concerning the response students could provide to the research. Instructions were as clear as we thought, but some of them did not correctly follow one of them. Students provided one video, recorded by Christopher who worked alone; and an audio, recorded by Alexander and Camilo who worked together.

It is difficult to define if, in terms of following instructions, they made mistakes. The case of the couple, although they did not present a video, they recorded themselves according to the time required to do so. On the other hand, the student who recorded himself asked for help to his sister, but the outcome was as the instruction stated.

In terms of students' autonomy, it was seemed that they managed deadlines properly because they were punctual on submitting the task. Similarly, it is valuable to highlight how Camilo and Alexander handled with this item by presenting the task anyway, regardless the mean used. Students demonstrated their commitment to achieve the task.

The most distinctive feature to measure in this first task was Oral Expression, because students had different levels of accuracy and fluency. Furthermore, it was noticed that Alexander has a great speaking management and fluency in comparison to Camilo and Christopher. On one hand, Camilo that worked with Alexander did not have a correct oral expression, even when they said in the followed focus group, "they read during the record of the task". On the other hand, Christopher improvised their accuracy and fluency, gave him a good speech, considering their nervous meanwhile he was recorded.

The Performance category was even for all the students. None of them, had a great performance but managed to have a good one. Therefore, they had a constant will to want to improve their English performance.

Finally, students had obtained an equal level of language management. All of them reached a suitable use of language, they managed to use all the features asked.

Instruction: Using your cellphone, record an audio or video of 2 minutes, giving directions from your school to the following places:

- Plaza de Maipu
- Mall Arauco Maipu
- Templo Votivo

Table 2: Rating scale of students' task #1 development.

Christopher Arias	Task 1: Giving Directions			
	Always	Frequently	Rarely	Never
Follow Instructions	X			
Student Autonomy	X			
Oral Expression		X		
Performance		X		
Language Management		X		

Camilo Barahona	Task 1: Giving Directions			
	Always	Frequently	Rarely	Never
Follow Instructions		X		
Student Autonomy	X			
Oral Expression			X	
Performance		X		
Language Management		X		

Alexander Diaz	Task 1: Giving Directions			
	Always	Frequently	Rarely	Never
Follow Instructions		X		
Student Autonomy	X			
Oral Expression	X			
Performance		X		
Language Management		X		

Task 2: Likes and Dislikes

The second task presented some issues related to time. To be more specific, the deadlines given to the students meant a problem for students due to activities and events that occurred in their scholar term. For the same reason, the students' autonomy category forced them to fit this task in their tight schedule during that period of their lives. Nonetheless, the subjects did their best effort to work on their task and at the end sent them somehow.

Concerning the instructions provided, this time was taking into consideration the previous task results to improve the current one's instructions. In general, all of them did a great work on following the instructions.

Once again, there were differences among the students in the Oral Expression item. Thus, different results were obtained from all students. Alexander and Christopher achieved 100% of the task; the latter showed an incredible improvement, in concordance to the progress showed in the focus group before the task. Unluckily, it is not possible to say the same with Camilo; he could not improve his level of accuracy and fluency; for this case, it could have happened that the overwhelming time the student had during the process made him making mistakes and feel a little insecure. Despite that, he seemed to have good ideas, but he did not achieve the ideal level of success.

Moreover, in the Performance category, the results were almost the same with a slight difference. Particularly, Camilo improved his performance in contrast to his Oral Expression. The improvement could be seen on how he structured the paragraphs required and wrote his ideas in relation to the lesson's topic (likes and dislikes). It was not good enough, but he used elaborated words and applied a better accuracy in writing than speaking.

Finally, the Language Management feature was achieved by all students in general terms, considering that not all students had the same level of English. At some point, they showed amelioration in different levels, which are still relevant for this research.

Instruction: Write, in no more than 2 paragraphs or 10 lines about what you like to do or the hobby you like the most.

Explain it using your own words and applying some of the vocabulary we provided in the video class. Then, record yourself, in an audio or video, explaining to others your hobby. You can read your text aloud or try to improvise!

Table 3: Rating scale of students' task #2 development.

Christopher Arias	Task 2: Likes and Dislikes			
	Always	Frequently	Rarely	Never
Follow Instructions	X			
Student Autonomy	X			
Oral Expression	X			
Performance	X			
Language Management	X			

Camilo Barahona	Task 2: Likes and Dislikes			
	Always	Frequently	Rarely	Never
Follow Instructions	X			
Student Autonomy	X			
Oral Expression			X	
Performance		X		
Language Management		X		

Alexander Diaz	Task 2: Likes and Dislikes			
	Always	Frequently	Rarely	Never
Follow Instructions	X			
Student Autonomy	X			
Oral Expression	X			
Performance	X			
Language Management	X			

Task 3: Buy some groceries at the fair

The third and final task explored the abilities students had to explain in a different language a lexicon that is usually underrated because of its simplicity: fruits and vegetables. However, when including elements such as metric system and currency, its study turns into an interesting process. So as the subjects found out.

The dynamic during this task had several difficulties. One of them was the fact that students had their field trip too close to the task's deadline; this meant that, after requesting for extending the submission, the researchers gave them extra time to accomplish it. Once students sent their videos, it was a great surprise to see them exposed in an environment that could have frighten them. All of them demonstrated in their performances bravery to speak in English even though surrounded by unknown people. They confronted the most typical fear Chilean students have, the embarrassment they would feel dealing with English in spoken contexts.

As it happened in Task 1, two students decided to work together. In this case, Christopher and Alexander recorded themselves, intertwining their times to talk. They obeyed instructions, assisting to an open-air fair located in Peñaflor. Camilo fulfilled properly the task, as well. Regarding autonomy, the three students showed independence by just going to the requested place and developing what was required. At this point of the research, students got used to working at their own pace and trying to present their work on time. Therefore, it is possible to confirm that this category was accomplished.

Now, the categories related to language itself need a particular observation. In the case of the couple, both Christopher and Alexander managed the content highly accurate. The way they showed and explained the products demonstrated an internalization of the content. Although the activity does not take into consideration pure grammar, it was remarked the idea of structural notion, in terms of sentence patterns. These students accomplished this category, but making few mistakes that are likely to be rehearsed in further work. Unfortunately, we could not see these features in Camilo, who is still facing the speaking skill as a subject rather than a language. Nonetheless, there is an important factor that, as researchers, took for granted: the effort students put to achieve this task in particular. In the subsequent chapter this concept will be developed.

About the final categories, it seemed that students did their best to act more natural instead of prepare a text or a speech to recite. Again, the goal of managing language confidently and providing an understanding on the contents was accomplished.

Summing up, this activity showed part of the general conclusions this research looked for. These three students could deal with a foreign language by being exposed to different kind of activities that allow them to prove themselves their own capacities to speak in English.

Instruction: We invite you to go to your nearest open-air market; then, do the following, make a video of yourselves exposing, at least, 10 fruits and veggies seen throughout this presentation. You have to state their prices in English and the way they are measured. Take into account your pronunciation.

Table 4: Rating scale of students' task #3 development.

Christopher Arias	Task 3: Buy some groceries at the fair			
	Always	Frequently	Rarely	Never
Follow Instructions	X			
Student Autonomy	X			
Oral Expression	X			
Performance	X			
Structural Notion		X		
Pronunciation		X		
Language Management	X			

Camilo Barahona	Task 3: Buy some groceries at the fair			
	Always	Frequently	Rarely	Never
Follow Instructions	X			
Student Autonomy	X			
Oral Expression			X	
Performance		X		
Structural Notion		X		

Pronunciation			X	
Language Management			X	

Alexander Diaz	Task 3: Buy some groceries at the fair			
	Always	Frequently	Rarely	Never
Follow Instructions	X			
Student Autonomy	X			
Oral Expression	X			
Performance	X			
Structural Notion		X		
Pronunciation		X		
Language Management	X			

Sources: Own elaboration based on videos submitted by students.

Chapter V: Conclusions and Proposals

5.1. General conclusions

This thesis project demonstrated that Chilean students need to be pushed to reach a proper English level. Schools must take into consideration the new resources provided by the online era to help learners to find closer and dynamic ways to achieve the learning process fully. These three students would be able to improve their language skills, particularly the productive ones, if they kept connected to a specific online channel that represented a facility rather than a limitation.

On the other hand, language management is still an undiscovered field that ought to be explored in depth. There is no way to accomplish a great level of English, a level that Chilean government expects, but does not develop in a right way. Although proposals are available to be worked in long-term periods, it is a must to track their development l, following every line.

As researchers, it was a great time digging into the subjects of study skills, as a way to seek the correct form to go beyond their own limits. The process was full of commitment from both actors -researchers and students. From a personal point of view, this kind of bond needs extra efforts, in case teachers would replicate the project with their own learners.

Now, with respect to the research questions and the hypothesis' accomplishment, it is fair to asseverate the following:

- Students can improve their English management using online interaction through a social network. There are high probabilities to attain an English level that allows high school students not only to speak, but to speak confident. A social network sets up a space in which anyone can work at a particular rhythm. The main conclusion to retrieve from this point is that its correct fulfillment needs a correct tracking towards the final outcome.

- Students worked by themselves, respecting times and deadlines, even though situations beyond their control came up at some moments. Somehow, students demonstrated their ability to work autonomously regardless the issues they had to deal with the period the research was carried out.

- Evaluating this kind of process turns a complicated labor, in terms of the instruments to use and the way of measuring the level of accomplishment.

Considering this thesis project, a qualitative perspective represents a vivid and unbiased evaluation, though impossible to give a number. It is necessary to create a complete evaluation instrument, adjusting the requirements a teacher might want to apply in his or her assessment.

- The hypothesis was verified and rehearsed what was mentioned above, that reinforcing EFL through online interaction is possible, and also strengthened speaking abilities by promoting in students' contents and activities that they can relate to ordinary contexts.

Additionally, the objectives were half fulfilled, specifically the general one that refers to improving English level. From the three subjects of study chosen for tis research, two of them showed a remarkable improvement on their English level and their ability to communicate in the foreign language. One of them still represents that group of students who feel afraid of talking, without considering that they have in their minds an important knowledge that needs to get out from there. As a conclusion of this idea, it is important to work harder with this kind of situations to foster their personal believes that anyone is able to talk in a different language.

Finally, we could not find strategies to heighten the relationship between teachers and students. As the research went through, this factor was indeterminable and beyond the control of these researchers.

5.2. Limitations

During the implementation of this research project, there were a bunch of external problems that came up and did not take into consideration before starting. Most of them were related to the period of the year that in which the research took place. For schools, the second term of the year implies a shorter time to accomplish the whole curriculum due to the amount of extracurricular activities, holidays and any other unexpected situation. By the time the research started, none of the researchers took into account this fact, so students struggled with their schedule and school's duties to accomplish the tasks in their scant spare time. Besides, the commitment showed for the students who did not participate represented the biggest issue to develop more properly the study. Although at first, they were glad to join the work group and be part of this, their personal reasons or any problem they had throughout that time meant a loss in the attempt to achieve the objectives.

Another limitation, which was beyond the researchers' control, was the lack of instances that students had to encounter with English language in their daily lives. Their fear at the beginning depicted a broad reality in Chilean students. From this issue, it is not fair to blame just on the English teacher from the school students belong to; this situation is happening in many other schools that still prevail Spanish in their English lessons, limiting students only to receive information in the foreign language by reading and listening skills.

Nonetheless, despite these limitations, the research covered everything as was expected.

5.3. Proposals

For further researches, it should be taken into consideration the time that students dispose to do these types of activities, at the same time with their school term. This will contribute in avoiding gaps between tasks, so the study would work gradually and in a better pace. This feature could diagnose the positive or negative result of the investigation.

Another suggestion is complementary to the information gathered and stored during the research. It is a must to look in depth the observations and analysis provided in the diagnosis period. For this kind of research, observation represents the first step to decide which path to take in the future of the study; hence, the information gathered is a vital part to be used in the elaboration of the final product in any research project.

As a closed recommendation, it is also important to elaborate a work program, in which the guidelines of the research offer, on one hand, a neat schedule to work so and, on the other hand, a flexible instrument in case it changed the research procedure. Nothing should not be left by chance or taken for granted; otherwise, that would result in a backwards step and counterproductive feature at the end.

Furthermore, the fact that including more teachers in the use of ICTs in regular classroom before the study starts might help the decision about which resource to utilize. Some teachers do not use them because they do not know how these new tools of communication work. So, together with students could create a great instance to learn in a collaborative environment.

Finally, it is vital for the correct fulfillment of the research, to know well the subjects of study chosen. Particularly students see these activities as a way to prove themselves that they can learn from other sources apart from school lessons. They see in a researcher someone who believe in them and people who can encourage them to go further in their abilities. This means that, the more trustworthy the study is, the more subjects will feel motivated to be part of it.

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Appendix 1

Students' Resolutions (Focus Group #3 Transcription[i])

QR: How do you feel about doing these tasks, during the Project? If you learned something else or reinforce your previous knowledge

SA: For example, in the last task it was about… like after a preposition you have to put the "ed" form after the verb…

R: That's in grammar terms

SA: that was something that always was very difficult to me and we don't use it to much in the classes in English, I didn't worry about it but the last task helped me to remember how I have to speak in that grammatic.

SCA: In the last task tho… in the last class, I feel like more relax because before that task I was very nervous and I don't know what I have to say, so in this class, my English is more "normal"

R: It's so more "natural"

SCA: Yeah! More natural because in the English Class, in the school… We don't use a lot of English, so here we can speak in English all the class because that's the point. It was very great.

SCH: As said my classmate, it was funny the last task you sent us. The last class was very funny for me because I needed to talk about me I liked to talk the different things that I like to do. For example, I tried that day when I sent the task, to "write" in the video, in different place of my house, the different things that I like to do on my house but was very difficult and I finished sent a voiced record of the text with the things that I like to do. It is so great to see to the past and see today how our language of English had progressed from the first class. How the three of us, feel more relax and better

SA: I remember that in the first class, we were like 6 people and we didn't talk too much between us, so and now it is very different because if we want to speak, we don't care I we speak not good enough or things like that because we are here to … that's not the main point of this. The main point it's just speak.

R1: Yes

R2: And improve that.

R1: I think that's why I chose you because I saw in you, that you had like the commitment to improve your English level…

R2: And the motivation to feel confident with us because that's why you are here. Because you trusted in our work and you trusted in your own behavior in this context. You can learn without an all mighty voice that gives you instructions of how to work. You can learn with your own features and purpose and don't really need to work with a person behind you, you can learn be your own and seed your own weaknesses and strengths. That's the point of this.

QR: Do feel more confident in speaking and in writing, right now?

SCH: Yes! Is more funny (*fun*) to know when I see the progress in us. I can back in the time and… If I can see the first class and I say, what can I say in the first class and what can I do in that moment? But know is more easy to talk, to write and explain that thing that we think or about the different things. For example, I think the task about for give directions was very important because in our country, we have many…

SA: foreign?

R2: Or outsiders…

SCH: Yeah, foreign and we can talk with many people, for example in Santiago, we can find outsiders and maybe they can ask us how to go to a place and with this task, now we remember how to give directions and that I think is very important.

R1: Thank you so much!

SA: linking with that, now I don't feel like afraid to speak in English because I imagine that if an outsider come to me and start to speak in Spanish I'm not gonna laugh of him or something like that, because is not good, is not correct and in the opposite if I try to speak in English, he is going to respect my English level.

R1: That's really, really important. Camilo, anything to say?

SCA: Yeah!, because I'm more sure about when I'm saying and writing. Yeah, I can saw this yesterday, when the teacher took and oral evaluation… When he asked me, I answered him with security and I was sure about my answers.

SCH: I think that… Thank you for invitation… for your job, I can think in the future because I think with this class, with our job, I can dream in the future to go to USA and speak with other people in English

QR: Do you think this online course could be successful with a Regular course?

SCH: it would be difficult because we are many people and maybe not all have the interest about this language or the tasks, but I think, for example, we had the interest for the language.

R1: but I know that are more like you that are interested in learning and participate.   I'd like to ask you something, too and has to do with what do you think you need to improve? You need to learn more to become more confident in speaking in English?

SA: In my case, one of mine main problems is that when I hear someone speaking in English I understand the most of what he says but when I have to talk it's very difficult to me because

I can find the words to say what I want to say. So, that is my problem and that is what I have to improve

R1: Like opening more your vocabulary management? Or know more words?

SA: I know the words but when I have to say them I don't remember them.

SCH: In my case, like Alexander said, I think that I stayed in the middle because when I…. when one person starts to talk to me in English, when that person started I started to think my answer. When he finishes the answers, I have the 50% of answer and I try to use familiarity words to give an easy answer.

SCA: Besides, they speak very fast, so and, it's difficult to understand what they are saying.

SA: I think they have the same problem when we are speaking Spanish to fast.

QR: Did work for you sending videos rather than show them here? (Regular class with more people)

SCH: Maybe, the video is not more interactive than a class, but a video is a good record (*resource*) for use, I think that for a minor quantity of people.

SA: I think that, the videos are a pretty good way to force us… The videos make us to try to understand all the video without help, try to have a little more of… like independence, and so, in that way are pretty good.

SCA: Well, sometimes I felt the videos a little bit complicated to understand because I understand (*understood*) what you try to say us, show us in the videos but I can't find the main point of the videos… Because, I saw the videos but they are very… they have a lot of movement… or sometimes they have a lot of text that say something and later another text saying another thing, so I get (*got*) lost with ….

R1: Okay, it was too much information just in one video...

SCA: Yes, they had too much information sometimes.

SCH: In conclusion, we try to say that the video is a good resource but… is not a bad resource, is more interactive, like I'm saying to Alexander, in our house in any time of a day, we can enter in our cellphone or our computer and see the video, do the activity with time, with no pression (*without any pressure*). This at the end, if we want to do the activity, we do it.

SCA: About it (*that*), I know that I had a lot of problems sending the videos because I had some problems, in my personal life that I can't concentrate in the activities, and I finally I sent the videos.

R1: that's alright, we try to measure your punctuality but we understood too, that you have your own life and things to do besides be at school.

SCA: That I try to say that I'm sorry because I was committed with you…

R2: Don't worry, we understand your situation.

SCH: If we see that bright side, we end (*ended*) the classes! (…) : Maybe, our improve (*improvement*) is not have the best English language level but, the point is to improve our knowledge and use it.

Appendix 2

Cover Lesson 1: Giving Directions[ii]

Cover Lesson 2: Likes and Dislikes

Cover Lesson 3: Buy some groceries at the fair

Notes

The digital format was unable to record in a compact disc due to the heaviness each video had.

Details are the following:

Focus Group #1: 1.6 GB

Focus Group #2: 1.7 GB

Focus Group #3: 4 GB

The digital format was able to record in a compact disc. See Thesis Digital Copy for further information.