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TÍTULO COMPLETO DEL TRABAJO: Changes in Students' Speaking Skill through the Use of Tablets.

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1. Cambios	Changes
2. Habilidad de habla	Speaking skill
3. Actitud de los estudiantes	Students' attitude
4. Aprendizaje de un idioma asistido a través de un dispositivo móvil	Mobile assisted language learning
5. Aprendizaje del Inglés como idioma extranjero	English as a foreign language learning

RESUMEN DEL CONTENIDO: (Máximo 250 palabras)

Dada las debilidades que los aprendices presentan cuando tienen que hablar en inglés, nosotras llevamos a cabo una investigación cualitativa en un grupo de sexto grado de un colegio público en Neiva-Huila. El objetivo de este estudio fue determinar los cambios (si existían) causados en términos de actitud y aprendizaje de la habilidad de habla al usar tabletas en el salón de clase. Nosotras seleccionamos las tabletas como recursos novedosos en el aula que se encontraban disponibles para su uso en la institución educativa. Este estudio ilustra una investigación acción en la cual nosotras identificamos la actitud de los estudiantes hacia el aprendizaje de un idioma usando tabletas y analizamos la habilidad de habla de los educandos a través del uso de las tabletas mediante la estrategia de aprendizaje de un idioma asistido por un dispositivo móvil. Los datos fueron recolectados por medio de notas de campo, grabaciones de audio/video y entrevista grupal en cada uno de los dos ciclos de este estudio. Los datos fueron analizados usando procedimientos de codificación. Los resultados revelaron algunos cambios importantes en la habilidad de habla más que en actitud. Adicionalmente, se encontró que las habilidades de enseñanza y los ambientes de aprendizaje son determinantes para el éxito en el proceso de aprendizaje de los estudiantes.

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ABSTRACT: (Máximo 250 palabras)

Given the weaknesses learners face when they have to speak in English, we carried out a qualitative research study in a group of sixth graders at a public school in Neiva-Huila. The aim of this study was to determine changes (if any) brought about in terms of attitude and learning speaking skill when using tablets in the classroom. We selected tablets as innovative resources in the classroom that were available to use in the institution. This study illustrated an action research approach in which we identified students' attitude towards language learning using tablets and analyzed students' speaking skills through the use of tablets by means of mobile assisted language learning strategy. The data was gathered by means of field notes, audio/video recordings and focus group in each one of the two cycles from this study. The data was analyzed using coding procedures. The results revealed some important changes in speaking skill rather than attitude. Additionally, it was found that teaching abilities and learning environments are determining to the success of students' learning.

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Changes in Students' Speaking Skill through the Use of Tablets

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Eliza Fernanda del Socorro Chala Bravo

Master thesis presented as a partial requirement to obtain the degree of Magister in English

Didactics

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Dedication

To our families; parents, husband, siblings and daughters who have always supported us

unconditionally in every decision we have made along this path being patient and cooperative.

Also, we want to thank our colleagues in the institution where this wonderful experience took

place for all the support given to the success of this research. Finally, we would like to thank our

dear advisor Sonia Salazar who guided us towards throughout this work.

Eliza Fernanda Chala & Mayra Alejandra Trujillo

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Lastly, we want to thank all of our professors and classmates from the Master program for their insights and experiences which contributed to enrich our academic and personal life.

Abstract

Given the weaknesses learners face when they have to speak in English, we carried out a qualitative research study in a group of sixth graders at a public school in Neiva-Huila. The aim of this study was to determine changes (if any) brought about in terms of attitude and learning speaking skill when using tablets in the classroom. We selected tablets as innovative resources in the classroom that were available to use in the institution. This study illustrated an action research approach in which we identified students' attitude towards language learning using tablets and analyzed students' speaking skills through the use of tablets by means of mobile assisted language learning (MALL) strategy. The data was gathered by means of field notes, audio/video recordings and focus group in each one of the two cycles from this study. The data was analyzed using coding procedures. The results revealed some important changes in speaking skill rather than attitude. Additionally, it was found that teaching abilities and learning environments are determining to the success of students' learning.

Keywords: changes, speaking skill, students' attitude, mobile assisted language learning (MALL), EFL learning.

Resumen

Dada las debilidades que los aprendices presentan cuando tienen que hablar en inglés, nosotras llevamos a cabo una investigación cualitativa en un grupo de sexto grado de un colegio público en Neiva-Huila. El objetivo de este estudio fue determinar los cambios (si existían) causados en términos de actitud y aprendizaje de la habilidad de habla al usar tabletas en el salón de clase. Nosotras seleccionamos las tabletas como recursos novedosos en el aula que se

encontraban disponibles para su uso en la institución educativa. Este estudio ilustra una

investigación acción en la cual nosotras identificamos la actitud de los estudiantes hacia el

aprendizaje de un idioma usando tabletas y analizamos la habilidad de habla de los educandos a

través del uso de las tabletas mediante la estrategia de aprendizaje de un idioma asistido por un

dispositivo móvil. Los datos fueron recolectados por medio de notas de campo, grabaciones de

audio/video y entrevista grupal en cada uno de los dos ciclos de este estudio. Los datos fueron

analizados usando procedimientos de codificación. Los resultados revelaron algunos cambios

importantes en la habilidad de habla más que en actitud. Adicionalmente, se encontró que las

habilidades de enseñanza y los ambientes de aprendizaje son determinantes para el éxito en el

proceso de aprendizaje de los estudiantes.

Palabras Claves: cambios, habilidad de habla, actitud de los estudiantes, aprendizaje de

un idioma asistido a través de un dispositivo móvil, aprendizaje del Inglés como idioma

extranjero.

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Introduction

Teaching English in a public school is a demanding task. Among all the challenges teachers should face (insufficient class hours, large number of students in each group); it is the learners' difficulty to speak using the target language. Lesson after lesson, educators look for diverse ways of making them to speak. Group work, role plays, dramas count as some strategies we use daily to make pupils perform orally in classes; however, the results continue being the same. Students avoid speaking in English showing resistance each time the teacher asks them to share their ideas or work orally.

What else to do regarding students' difficulties to speak? As English teachers, we bore in mind this question all the time. We know our pupils need to take advantage of the few class hours to practice a foreign language that outside the classroom they rarely use. Educators can plan different activities for encouraging students to perform orally; despite this, they apprehend participating in them or become tongue-tied (Richards & Renandya, 2002). In light of this problematic situation, we searched a resource that could appeal to our 21st century learners' attention. The observation for our surroundings reality along with a survey we administered to pupils resulted in the confirmation of the deep attraction students feel for technology and their own perception of speaking like the weakest ability in their English learning process.

This action research focuses on determining the changes in the pupils' attitude and learning when they speak using tablets. Its aim was to identify the way students act in speaking activities mediated by the aforementioned gadget and analyzing the learning process of such language skill using a mobile device (tablets). We conducted the present qualitative study with sixth graders, taking into account the real context of an EFL (English Foreign Language) classroom in a public school from Neiva. As EFL teachers, we deal frequently with pupils who

avoid speaking in English and we believe that technology can be a useful educational tool, even more when these kinds of resources are being underutilized in many public institutions. That is why we decided to pursue this investigation framed by the following research question: what changes (if any) are brought about in terms of attitude and learning in sixth graders' speaking skill when using tablets in an EFL classroom at a public school?

In the present paper, readers will find five chapters dedicated to each part of our project. The first one displayed the research problem via the problem statement, setting/rationale, research question and objectives. The second section has the related studies and literature review. The third component displays the methodological design which includes the research approach and type of study, participants, instruments and data collection procedure as well as the instructional design. The fourth segment centers on the data analysis and findings. The last chapter refers to the conclusions and pedagogical implications this work has.

Chapter I
Research Problem

This section deals with all the components that give the initial guide of the current study. The first element is the description of the problem addressed in the present investigation. The second part is the formulation of the research question and the last aspect is the objectives to attain through this research.

Statement of the Problem

Our problem statement is summed in the necessity to tackle six graders' speaking skill when they are asked to talk and they resist performing orally. Based on our experience as language teachers it is evident that students in State institutions face diverse fears when they must speak in English even in Spanish. This ability remains the weakest among students, especially those who are in public schools (Gutierrez, 2005). Students avoid speaking in English due to the fear of making mistakes and being mockery of their classmates. According to Buitrago & Ayala, (2008) the lack of motivation, the fearful, anxiety and lack of confidence affect learners when it is time to speak in English. In the same line of thought, Brown (2007) states that "anxiety –being a result of self-esteem, self-efficacy, inhibition and risk– has become the biggest challenge in language acquisition" (p. 161).

Based on the research teacher experience with this group in class and the context where the target language is learnt, most students evidenced weaknesses in English learning processes. According to Hwang et al., in press; Hwang & Shadiev, (2014), there are limited opportunities to speak English or listen to a speech in English in a country where English is not an official language. Additionally, Ministry of Education (MEN) in a needs analysis conducted at national public institutions claims that Colombian foreign language teachers possess low English level

and feeble teaching pedagogy. This information is published in the Pedagogical Principles and

Guidelines from Suggested English Curriculum set (2016).

      To confirm these assumptions regarding English learning problems in the sixth graders,

we conducted direct class observations written in journals. The research teacher focused her

attention on students' learning and could observe the weaknesses in all the abilities but

particularly in speaking skill. The observations were of great relevance to identify the problem

and were accompanied by an interview administered to the English teacher who collaborated

what she had registered in the journals.

      Speaking is one of the hardest skills for a language learner to master. It is demonstrated

in a survey (see Appendix B) administered to the target group of sixth grade where most of them

marked speaking as the most difficult communicative skill in the learning of English (see Graph

1).

      Considering these results and the students' desire of using technological devices for

English classes (see Graph 2), we see feasible the implementation of a teaching strategy through

the use of tablets, which were provided by MEN and currently are being underused in the

institution. Thus, they could be a potential solution to tackle students' resistance to talk.

Graph 1. Students' answers to the question about the most difficult skill.
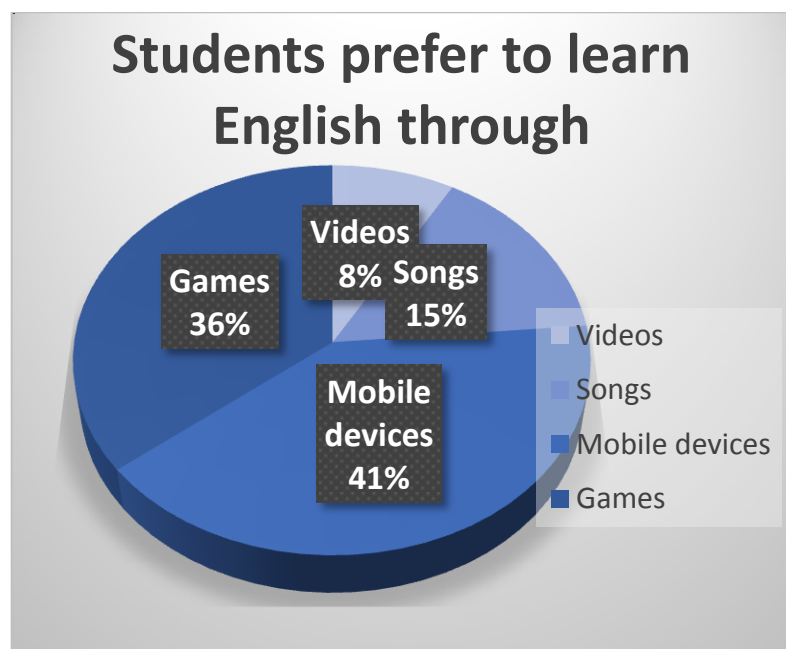
Graph 2. Students' answers to the question about how they prefer to learn English

Setting and Rationale

Picture 1. Research setting

The Institución Educativa Eduardo Santos is a coeducational public school, located in the north of Neiva city with a population of around 1600 students. According to the Institutional Educative Project, students' families are mainly from low socioeconomic class; most families live in settlements without all the utilities. The economical incomes are the result of informal sales of the parents, who hold mostly primary or secondary qualifications; most of them are still illiterate. Therefore, the academic support at home hardly occurs.

The institution has a good recognition in the zone due to the labor that teachers and all the educative community do to graduate integral people with values and enterprising spirit. The institutional approach of the school seeks the formation of humanistic and participative people where everybody has the opportunity of building their own knowledge and personal development.

The school has adequate facilities to the development of the classes, most classrooms have television sets and speakers and a suitable space to the attendance of the classes. There are two computer rooms which are solely for the computer class. Besides, the institution received a donation of tablets which are under-utilized by students and teachers; thereby they are the

potential support to tackle the problem situation that affects students learning in this school, especially sixth graders who are in a transition process between elementary school and the secondary school.

Bearing this in mind, the present research sought to determine changes (if any) brought about in terms of attitude and learning in sixth graders' speaking skill when using tablets. This idea stemmed from a needs analysis carried out with the target population of this study. Results showed those students had difficulties learning English, especially in the development of the speaking skill. This ability represented a challenge for them because of the fear, the anxiety and other affective factors that hinder its improvement.

We know English speaking skill should be developed as hard as other skills because it is important for students' interaction and communication with people from different countries. Speaking is one way to exchange ideas and thoughts orally, so, for enabling students to communicate we need to make them have real communication, but there is a concern about students' difficulties when trying to speak in English. This concern is related to their attitudes; they feel scared when they face activities related to speaking because they are afraid of being criticized or teased about what they say in front of others.

Nowadays, speaking activities seek to foster language functions in the EFL classroom; nevertheless, pupils' limited background English knowledge makes them insecure and avoids participating in oral tasks. Taking this into account, our research showed a different strategy to achieve changes in students' speaking skill learning process and their attitudes towards this ability. By using this method in ESL classes, students would have the opportunity to communicate with each other in the target language because today's world requires that the goal of teaching speaking should improve students' communicative skills. Only in that way, they can

express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

There is a wide availability of new and emerging technology tools that can assist teacher in making teaching much easier and much more fun, in this case there are mobile devices (tablets), resources that are available in the school. Concerning the utilization of various technologies in gaining fast access to authentic language input in informal setting, mobile devices have potential power to grasp large scale effect to language learner and language testing because of portability, multipurpose and cheapness of this device (Roschelle, 2003). Why is technology used in this research? Because technology provides motivation for students by different factors such as gaining learners' attention; this is attractive and new to them avoiding boredom and lack of interest in class. It engages the student through production work and important instructional approaches, cooperative learning (collaborative) and problem solving. It creates a scaffolding environment, and it also allows teachers to use a more student-friendly material to work with, instead of using books or photocopies.

Research Question

Based on the above, the following research question has been posed to frame this study: What changes (if any) are brought about in terms of attitude and learning in sixth graders' speaking skill when using tablets in an EFL classroom at a public school?

Research Objectives

General objective. To determine changes (if any) brought about in terms of attitude and learning in sixth graders' speaking skill when using tablets.

Specific objectives.

- To identify students' attitude when they perform orally using mobile devices.

- To analyze students' speaking skill through the use of mobile devices.

Chapter II
Literature Review

Many theories have been proposed to improve English proficiency at Public Education in the classroom. Regarding this, we focused our attention for chapter two on presenting the related studies and constructs of our project: affective factors, speaking skill and the use of technology in English language learning.

Related Studies

Several studies have been conducted about the students' speaking learning process and the incidence of diverse resources to perform orally. Researchers in foreign language have explored different strategies that could reduce pupils' affective filter (Krashen, 1973) when they are asked to speak. Among the alternatives employed, the use of technology focused more recently on the presence of mobile devices in the classroom. This has become an increasingly topic of discussion in the language learning field. Taking into account the previous assertions, we considered some related studies that gave support to our research objectives.

In a study conducted at a secondary public school in Bogotá, Colombia, Buitrago and Ayala (2008) pursued a research with thirty-three tenth graders whose spoken English level was limited and their ages ranged from 15 to 19 years old. This investigation was about overcoming speaking fears and anxiety through some learning strategies. The authors wanted to "promote oral communication in English by reducing the language anxiety and nervousness in the classroom" (Buitrago & Ayala, 2008). This qualitative case study and action research was centered on a "task-based cooperative learning environment in which students had the possibility

to try their aesthetic abilities and interact in English within an unstressed and enjoyable atmosphere" (Buitrago & Ayala, 2008). With the data collected through interviews, field notes and audio/video recordings, the researchers found that the creation of a comfortable space to talk by doing different activities makes pupils reduce their fears and increase their confidence when performing orally. This study demonstrated us students' fears and anxiety to speak in English could be overcome by giving learners the opportunity to speak doing interesting and meaningful activities. It contributed to show us how in a Colombian State school was able to make pupils speak despite some affective factors that hinder this learning process.

Lemos (2012) worked on a qualitative action research "On Air": participation in an online radio show to foster speaking confidence. A cooperative learning-based strategies study was conducted with 12 eighth graders from a public school in Bogotá (Colombia). They possessed a low English level (A1) and their age was13 years old. This project had the objective of "enhancing students' confidence when speaking on an online radio show" (Lemos, 2012). The data collected by means of pupils' surveys, audio/video recordings and a teacher's journal gave as results that the radio activity prompted students' speaking confidence through the use of technology as well as made the teacher become a facilitator of the oral ability development process. This research convinced us of the benefits that technology has in order to increase learners' confidence when performing orally and how this resource can be employed to achieve it. The present study led us to have a clear idea about the use of voice recorders in the speaking skill encouragement among secondary students.

Tíscar (2015) conducted a research in Spain about the improvement of speaking skills through the use of a blog. The participants of this research were 18 pupils with A2 level from the fourth year of secondary education. The principal objective was "to design a blog which offers

enough resources to students who want to improve their speaking skills" (Tíscar, 2015). The methodology employed consisted of creating a blog where pupils could publish and debate about different topics in an oral way. The data collected from questionnaires, audio recordings and speaking rubrics showed that technology is a very useful tool in order to encourage students' autonomous learning abilities and speaking skills improvement. This project gave us ideas about the use of application software in oral performance activities and demonstrated that technological resources facilitate pupils' learning process.

Hwang et al. (2014) carried out a study with thirty five fifth graders from a Taiwanese elementary school whose ages ranged between10 and 11 years old. This investigation had a research framework that was designed based on the Technology Acceptance Model (TAM). It aimed at "analyzing the relationship between learning achievement and different types of EFL speaking and listening skills practices by using mobile technology" (Hwang et al., 2014, p. 506). A questionnaire survey, field notes, semi-structured interviews, a pre-test and post-test were used in the research throughout one semester. Results obtained showed that students had positive perceptions and intentions toward learning activities; thus, students were motivated to practice English skills more when using a mobile learning system. This study is relevant for our research because it helped us to understand the effects of mobile devices on English speaking for EFL elementary students. It led us to think about pupils' reactions in the development of speaking activities using these gadgets.

Demir & Naci Kayaoğlu (n.d.) conducted a quasi-experimental study with 30 ninth grade high school students from Turkey. The qualitative/quantitative investigation had a main objective of exploring the potential use of tablets in improving students' speaking skill. Pupils were asked to prepare a role play and video record so that they could share their works with the classmates.

Through the present study, researchers looked for effective ways to overcome barriers in front of speaking the language for communicative purposes (Demir & Naci Kayaoğlu, n.d). Data collected by using questionnaires, observations and an interview represented valuable information to carry out the analysis of the research. The findings obtained indicated that students perceived speaking as a challenging issue because of pronunciation. However, tablet assisted learning activities encouraged pupils to perform role plays and work in groups with happiness as well as curiosity about the issue. The research contributed significantly to the process of integrating tablets into students' speaking skill learning. It showed us the good resource recordings using tablets are in order to carry out oral activities and how this tool can make learners have better attitudes towards speaking tasks.

To sum it up, previous research provided meaningful information about the speaking skill development and students attitudes towards the skill. Likewise, these studies showed us the way technology and more specifically mobile devices are integrated in language learning processes.

Affective factors

Affective factors are limited to personality characteristics, attitudes and emotional responses to the language learning process (Hedge, 2000). In the same line of thought, Richards and Renandya (2002) asserts that affective factors related to L2 or foreign language learning are emotions, self-esteem, anxiety, attitude, and motivation (p. 206). In this regard the research study focused its attention on attitudes, motivation and emotional responses, since these factors predominate and affect learners' language learning from the context where the study was carried out. Factors such as personality (motivation, attitude, aptitude among others) may have a strong

role in a student's language development (Lightbrown & Spada, 2001; Brown, 2007, Hedge, 2000). Therefore, it was necessary to consider them in the process of foreign language learning.

Students' Attitudes. According to Gajalakshmi (2013), attitudes can help learners to express whether they like or dislike the objects or surrounding situations. Students, particularly young learners are very emotional, most of them have not limit to express what they like or dislike and it is perceived when they refuse or approve emphatically to do something. Ellis (1994), states that attitudes are manifested towards a number of things including the target language, the target language speakers, target language culture and the social value of learning the L2. In that sense, we can evidence students' attitudes towards English language learning in the institution.

Choy and Troudi (2006) state that student attitudes and perceptions towards the target language could be important in determining how well they learn. It implies that the attitudes can hinder students' language learning and turn out a barrier to the learners' progress or attitudes can produce successful learning. Based on above mentioned, it was difficult to identify whether positive attitudes produce effective learning or effective learning engender positive attitudes, or whether both are affected by other factors (Lightbown & Spada,2006). Certainly, the positive attitude that was quite close with the motivation which contributes with the willingness to keep learning.

Consequently, if learners have a favorable attitude towards the target language and have other motivations as need to communicate and have contact with others foreign language speakers, learning results may be successful; actually it was important to recognize the role that attitudes play in the learning. In accordance with Lefton (1997), attitudes are often formed as a result of an individual's unique perceptions of things. It signifies that learners possess their own

inner motivation or perceptions, which are revealed in a positive attitude towards the learning

situation.

            Motivation. According to Dornyei (1994) motivation is always dependent on who

learns what languages and where. He states some motivational components, for instance a

cognitive component, the self -confidence which plays a relevant role in foreign language

learning, since learners feel able to produce language orally. In that sense, Dornyei (1994)

defines self-confidence as the belief that someone has about the ability to produce results,

accomplish goals or performs tasks competently. Another motivational component was related to

specific learning situations, where learners are involved in motivational conditions as for

example Course-specific motivational component which is related to classroom learning

environment. Teacher-specific motivational components that in our case refer to whether teacher

actively develops and stimulates learners' motivation being a good group leader, drawing

learners' attention towards the purpose of activities and contributing with students' improvement

when they perform task orally by means of assertive feedback. In the same line of thought,

Brown (2007) asserts that learners possess the need to be stimulated, by the environment, by

other people, or by feelings. Similarly, some scholars have pointed out the term investment to

illustrate the relationship of the learners to the target language and their sometimes-ambivalent

desire to learn and practice it (Peirce, 1995). Considering that "investment attempts to capture

the relationship of the language learner to the changing social world" (Peirce, 1995, p. 17) it was

not related to the purpose of our study when we refer to motivation. The present research study

differs somehow on the idea of including the social field and learners' social identity, bearing in

mind that it has been focused on the use of tablets to determine changes in students' response

towards language learning.

Emotional Responses. On the other hand, we found other emotional responses as, for example, the rejection to do task where learners have to perform orally to communicate something, it was understood as the fear of making mistakes and being misunderstood, therefore it triggers in lack of confidence and anxiety. Emotional responses like motivation, self-confidence or anxiety are determiners of native-like levels of attainment (Krashen, 1975). Thereby, they are relevant aspects that somehow help to understand learners' behaviors when they face oral communicative situations Self-confidence, as a fundamental variable in the learning of a foreign language and determining in the learners' willingness to communicate in a foreign language (MacIntyre et al, 1998) takes significance in this study due to students' behaviors in oral communicative activities, the lack of confidence and low self-esteem is evident, since they are aware of the meager English language knowledge and training they possess affecting the willingness to communicate. So, it was reflected in the oral performance. Heyde (1979) states that high self-confidence can be positively correlated with oral performance.

Likewise, we realized that the high levels of anxiety in students, which is intricately entangled with self-esteem, inhibition and risk taking as an important affective role in foreign language learning (Brown, 2000), is seen frequently because most students feel frustrated, ashamed and worried about how they must pronounce or say something in English.

Undoubtedly, anxiety was another main affective factor that influence unfavorably on students' language learning, especially in communicative situations. Thus, Brown (as cited in Richards and Renandya, 2002) urges that "foreign language learning is a complex task that was susceptible to human anxiety" (p.206). In that sense, the lack of vocabulary and right pronunciation was becoming the core concern to learners when they are asked to perform orally. Therefore, the shortage of language knowledge triggers learners' language anxiety which

emerges probably as a cause of insufficient command of the target language (Sparks and Ganschow as cited in Horwitz, 2001). Consequently, we raise these factors to mark the route of this research study and identify students' attitude when they perform orally using tablets.

Speaking Skill

Definition and importance. Speaking as an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 2007; Burns & Joyce, 1997). Being able to speak means that foreign language users exchange ideas with other people (native or foreign speakers). To achieve that, a person should transmit a message orally and another one comprehends it taking into account the communicative situation. Speaking is an important ability for language users "in order to carry out many of their most basic transactions. It was the skill by which they are most frequently judged, and through which they may make or lose friends. (…) It is also a medium through which much language is learnt" (Bygate, 1987, p. vii). If somebody pretends to communicate in real contexts, he/she needs to manage this ability.

Characteristics. There are some aspects about the nature and conditions of speaking that should be contemplated to understand this skill.

Speaking involves four major processes. In order to talk, learners carry out different procedures. First of all, it is the conceptualization related to plan the message content making use of previous knowledge, knowledge about the topic, the speech situation and the patterns of the discourse. The next process is the formulation in which students select the appropriate words, phrases, sound patterns and grammatical markers to express the meanings. After, it is the articulation based on the production of the English sounds. Self-monitoring is the last procedure centered on identifying and self-correcting mistakes (Carter & Nunan, 2001).

Speaking is reciprocal. When talking, students should deal with different people giving their contributions to the discussion at appropriate moments, with no undue gaps or everyone talking over each other (Bygate; Cornbleet & Carter, as cited in Torky, 2006). In this sense, turn taking is key part of the speaking process, since the way it works varies depending on the culture. Then, this aspect needs to be taken into account by speakers in order to avoid difficulties in communication.

Speaking is face to face. Usually speakers can see each other which allow them to get immediate feedback. This situation provides language users more communicative resources like gestures, signals and even body movements. They can also interpret attitudes towards what is being said.

Speaking happens in real time (online). During conversations or presentations, speakers have to think their message and transmit it immediately without the opportunity of checking it or correcting it. The communication occurs spontaneously and in an unplanned way. To perform orally, language users should deal with time pressure which makes them pause, correct or change what it has been already said and repeat things to remember them.

Purposes. Speaking skill can be used in two different situations. According to Bashir, Azeem & Hussain (2011) the spoken language makes part of transactional and interactional discourse or as the CEF (Common European Framework) calls them: monologues and conversations. For this specific case, we take the terms proposed by Bygate (1987): production and interaction.

Production. The spoken language can be used mainly for communicating information. Language serving this purpose is 'message' oriented rather than 'listener' oriented (Nunan, as

cited in Torky, 2006). The central element in oral skill for this purpose is what the speaker says whereby language components like accuracy and coherence are important as well as the confirmation that the message has been understood. When the speaking ability serves to produce messages, it entails some previous organization of content and somehow controlled turn taking with long time intervals (Torky, 2006).

Interaction. The speaking skill allows language users to establish or maintaining a relationship. In this case, the central element is the listener seemingly (Torky, 2006), which means that it is important what the speaker wants to say in an understandable way for the listener. During an interaction process, speakers should give information according to the receptors' answers or reactions (which are unpredictable). Besides, the turn taking demands quite short time intervals.

In spite of the two previous divisions, both speaking skill purposes are usually combined for performing orally in many communicative contexts. Then, they can be considered two dimensions of spoken interaction (Torky, 2006). These components have constraints that make speakers use some devices in order to be able to exchange their ideas. According to Bygate (1987), people employ different resources for facilitating or compensating production and communicating meaning when interacting.

Facilitation devices. In order to produce a comprehensible speech, speakers can use different ways of facilitating oral production like (Bygate, 1987):

- Structure simplification: refers to the tendency that speakers have of moving from the previous idea to the next one by using some conjunctions (and, or, but) or avoiding

complex noun groups. Concerning this last point, speakers tend to repeat the same previous sentence structure and add new words.

- Ellipsis: consists in abbreviating messages and producing incomplete sentences by omitting unnecessary words.

- Use of formulaic expressions: related to produce the message easily by using fixed conventional or colloquial phrases which contribute to oral fluency.

- Use of fillers, pauses and hesitations: refers to use some devices (time-creating devices) with the purpose of gaining time to speak.

Compensation devices. When speaking, language users sometimes need to change/correct what they have said because of time pressure. Then, it was necessary for speakers to use some resources that compensate the "fail" they had. This happened through elements like self-correction, false starts, repetition and rephrasing or reformulating.

Routines. The resource based on using conventional patterns to communicate appropriate ideas according to the situation. There are speaking activities that have typical message structures whose respect helps with the development of the conversation. This element can be classified into information or interaction routines. The first type makes reference to communicate by using information models like telling stories, describing people, comparing, giving instructions, etc. The second classification deals with sequences of terms occurring in typical interactions (telephone conversations, casual encounters, conversations at party, lessons).

Negotiation of meaning. It refers to the way speakers show they understand the information exchanged during a conversation. In that regard, it was important to follow some procedures that ensure speakers the understanding takes place (Bygate, 1987). Among the methods participants employ are the paraphrasing and the use of metaphors or certain terms.

Achievement strategies. Foreign language speakers use some tools that help them to communicate what they want in spite of the obstacles faced due to language knowledge gaps or uncertainties (Hedge, 2000). Bygate (1987) claimed there were three main strategies: guessing, paraphrase and co-operative. Firstly, the guessing strategy is based on searching a word necessary to structure the message but it is unknown by speakers. Then, language users try to find a term from their experience which the listener can recognize and understand. This resource is presented in four types: foreignizing a mother-tongue word, borrowing a word from the mother-tongue, providing a literal translation of the mother-tongue and coining a word. Secondly, the paraphrase strategy consists in looking for a different way to say something without using the specific words. Finally, the co-operative strategy in which speakers get help for communicating (ask for a word or the translation, indicate the object, use miming).

Speaking according to the Common European Framework (CEFR). The process of learning a foreign language in Colombia is regulated by the Ministry of Education. This entity established standards so that learners in primary and secondary stages can measure their level of language knowledge. Those guidelines are an adaptation of the CEFR which should be followed by students from 1st to 11th grade. For sixth graders (target population), the English proficiency level they require to reach is A2.

For spoken interaction, the CEFR contemplates that A2 level learners can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. These apprentices should be able to handle very short social exchange, even though they cannot usually understand enough to keep the conversation going themselves. For spoken production, the CEFR considers that A2 learners can use a series of phrases and

sentences to describe in simple terms their family and other people, living conditions and their educational background (Council of Europe, 2001, p. 26).

Technology in English language learning

It is true that there are teachers who use updated new technology, but the majority of educators still teach in the traditional way. Not all of these old teaching styles are bad or getting the students wrong. In fact, until date they are proving to be useful. However, there are many more opportunities for students to gain confidence, especially for ESL students who learn the language for more than just fun. Nowadays, the labeled traditional teaching methods and environment are not popular while multimedia technology featuring audio, visual animation effects naturally and kindly help us to reach a lot of information and new ways to teach and learn with such characteristics as crossing time and space, multimedia technology offers a sense of reality and functions very well, which greatly cultivates students' interest and motivation in study and their involvement in class activities. Since late last century and during these recent years, the use of technology has greatly increased inside EFL classrooms. However, from 1980 with the arrival of personal computers starts a revolutionary era regarding the development of Information and Communication Technology (ICT). Thus, the term Computer Assisted Language Learning (CALL) employed in ELT was rethought into Technology Enhanced Language Learning (TELL) (Dudeney & Hockly, 2007) or Technology-mediated Language Learning (TMLL). In spite of these terminological variations, CALL continues being popular for referring to all "activities associated with technology and language learning" (Chapelle, cited in Brown, 2007, p. 200).

Although teachers are not totally involved in using these resources inside EFL classrooms due to different factors like the lack of training or technophobe, these technologies

remain an important tool to employ in classes. Most students are bringing technological gadgets to schools creating distraction problems and consequently prohibitions of its use. The idea was not to forbid the employment of those devices but to take advantage of them as resources in teaching-learning processes. This can be achieved keeping in mind the role that technology plays in ELT. According to Taylor (as cited in Walker & White, 2013), the three ways of using technology for learning are: tutor, tutee and tool. The first one refers to the computer teaches the learner (e.g. drill and practice applications); the other role denotes the learner teaches the computer (e.g. learners' blogs or online presentations); and the last implies the computer as "tool" (e.g. using editing-software to create a video). The above way of using technology is followed for this project, since if we make teachers aware that ICT are mediators (tools) in communication and interaction, they will achieve the meaningful inclusion of technological devices in the EFL classroom.

In the process of using electronic technology to enhance ELT, there are some principles that should be taken into account. Among the most important are: not being technocentric (Egbert, cited in Brown, 2007), evaluating appropriateness, accessibility, effectiveness and efficiency of technology and have a backup plan (Brown, 2007). The previous are aspects that frame a successful use of this resource inside EFL classrooms. With the technological support, English classes benefit in different ways: there will be "immediate and personalized feedback, individualization in a large class, self-pacing, and private space to make mistakes and variety in the applications or software available" (Brown, 2007, p. 201). It is known that young learners are living in the era of technology nowadays; they use electronic devices as a normal part of their lives from early age becoming digital natives. Educators should

not ignore this reality and integrate it to improve EFL lessons. It was not just an added value in the learning process; it was a need that requires to be covered nowadays.

EFL teachers can use these technologies in diverse ways as long as there is disposition and the abovementioned conditions. Activities like voice/video recordings, simulations and podcasting are very valuable for English classes. Technophobia, lack of training or any other personal constraints should not be excuses for not to employ technology. Students need to learn English to communicate and in spite of real conditions (Spanish-speaking context, limited resources), the tool offers good possibilities to foster language interaction and overcome some teaching difficulties.

Chapter III
Methodological Design

This section presents the research design of this study. Firstly, the approach and the type of study will be presented with some back up arguments. Secondly, the school where the study takes place will be described. Thirdly, the participants will be characterized as well as the instruments for data collection. Finally, the instructional design will be explained.

Research approach

The study was framed in a qualitative approach, considering that it consists of observing what people do, talking to them about it, asking other people about it and trying to understand and explain what is going on, without any resource numbers or statistics or variables whatsoever (Lankshear & Knobel 2004). Our research study analyzes the changes in learners' oral production when they talk in English by using a tablet while they are learning the language with a variety of activities and resources. According to Denzin and Lincoln (2000) qualitative approach permits the researcher to comprehend and transform the context by interpretive and material practices. However, we use some quantitative data to analyze the learning progress achieved by students from the first intervention to the last one by means of an assessment instrument, such data were scant in relation to qualitative data. Therefore, it was important to highlight that our research in large part was qualitative, thus, it cannot be considered as a mixed research approach.

Besides, through this approach we as researchers can study the challenging situations in a natural setting, attempting to make sense of, or interpret circumstances in terms of the meanings people bring to them, (Denzin & Lincoln 2005). In other words, we can identify, describe, interpret and explain what it is happening and going on with the participants in their real

context. Mack, Woodsong, MacQueen, Guest, and Namey (2005) claim that "a qualitative approach is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations" (p. 1). In that sense, the approach was appropriate for this study regarding we carried out it with a group of students where we have to identify and analyze their thoughts and experience about their attitude and speaking skill learning when they are asked to talk in English.

In addition, according to Denzin & Lincoln, (2005) the Qualitative research implies the use and collection of a variety of materials such as: personal experiences, introspection, life story interviews, observations, interactional and visual texts, that describe routine and problematic moments and meaning in individuals lives, as we contemplate it in all respects to the research study itself. It means that with the aim of carrying out the study, it was necessary to gather information to identify the problematic situation that happens in a real context. Based on that, later on we can report the changes (if any) obtained regarding attitudes and learning by using tablets in the speaking skill learning process.

In short, our study is relied on real and particular situations that sixth graders face while and after performing orally, and how all the activities allow them to interact and participate in a different way. Henceforth, we can analyze the development of their oral production and how their resistance to talk can decrease or not when using mobile devices, which will become relevant research and pedagogical data to the study.

Type of study

The research study was conducted using an action research methodology, in as much as it was related to diagnosing a problem in a specific context that, in our case, it was students'

resistance to perform orally in English and the desire to tackle their oral production in that

context. In this sense, Ferrance (2000) states action research as "a process in which participants

examine their own educational practice systematically and carefully using the techniques of

research" (p. 1). Likewise, the essence of action research is defined as a form of inquiry aimed at

solving a specific and practical school problem ("classroom action research," n.d.). Based on the

above mentioned, action research is summed up as an ongoing process that seeks improve the

learning and teaching process in the classroom.

Based on aforementioned, Kemmis and McTaggart (as cited in Burns, 2015) describe

action research as a cyclical or spiralling process in which the key steps are, Planning, Acting,

Observing and Reflecting. Thereby, we observe a challenging situation in the classroom, plan a

possible solution to put in action and finally reflect on the results to start again. With this cyclical

process, we can identify students' behaviors, attitudes, and performance to analyze and evaluate,

in order to make decisions about what is going on in the research.

Context

This research study took place in a public school whose name is Eduardo Santos which

is located in Eduardo Santos neighborhood at the commune "9". The socio - strata of the

neighborhood is 1 and 2. Although there are some settlements where there are no public services

thereby, these zones are stratified as level zero in the socio- strata. The economic support comes

mainly from the informal work. A great part of the family groups is displaced.

The school possesses sixty tablets provided under the government program

"Computadores para Educar" which are kept without any kind of educational use. So, we intend

to take advantage of these resources to implement them as a tool in our research study.

Research participants

The research project was developed at Eduardo Santos public school, in the morning shift, with sixth graders. There were 10 students from 11 to 12 years old. According to the need analysis survey, most of them considered English important for their lives but they avoided speaking in that language. All of the participants seemed eager to improve their speaking skills and they felt motivated to learn English through the use of mobile devices. They attended English classes two hours per week but when there were no classes, they recovered them in another schedule. For the present study, purposive sampling was used to select the participants, according to Adler & Clark (2008) the sample selection was based on the researcher's judgments considering elements that facilitate the investigation. In our case, pupils were selected taking into account their performance in English during the two last academic terms thus, there were five students with a good performance and five with unsatisfactory performance (these levels responded to our own criteria and not to any official referent), so this sample could facilitate the investigation to reach the objectives.

Researchers' role

As researchers we had an active role as facilitators in this study; we were observers since we were present in all the classes gathering data by means of audio and video recordings which were fruitful to reveal information about students' attitude when they had to speak in English. Additionally, we were part of students' learning process because we supported the research teacher (one of us took that role) in the creation of a suitable learning environment to the students. We provided students with t necessary input to in order to push them to produce language orally. Continuous interaction between the researchers and the students was important

to the success of the implementation process. Lastly, researchers had to set up the tablets to the use when it was necessary (charging, apps, etc.).

Research cycles

This research study was carried out taking into account two dynamic cycles following the stages established to action research studies.

First cycle. After an exhaustive observation in the classroom and the identification of the problem situation (students' apprehension to talk in English), we followed this process:

Planning. After scanning the problem found in the classroom, we designed an action plan which consisted of implementing an innovative resource or tool (tablet) in the classroom to elicit students' attention towards language learning especially when they had to perform orally. By means of tablets and the pedagogical strategy we could determine and analyze any change in students' attitude and speaking skill learning. Furthermore, the implementation of meaningful activities where learners could communicate and interact encourages students to get involved in classes despite there were not tablets all the time in the classroom. What is more, we established objectives to be attained by learners during each lesson. It was important to highlight that the planning was based on institutional documents as PEI, English language standards and suggested curriculum. Also in this stage the approval documents were designed and delivered to the development of the study. Lastly, we selected the data collection instruments to gather the information.

Acting (Implementation). Once everything was ready considering the previous stage, the three first interventions were carried out. Each intervention took 2 or 3 class hours, it followed a lesson plan under the methodology of PPP (presentation, practice and production) taking into

account the principles of the communicative approach as established in the suggested English

curriculum. For each intervention, there was an objective which led us to observe the changes

that occurred when students used tablets to talk in English through different activities in terms of

attitude and speaking skill learning.

Observing. It was carried out while the action plan was implemented. In this stage, we

observed the data provided during each intervention through field notes, focus group and audio

recordings, our impressions about this first cycle were the foundation for the second cycle.

Reflection. It was important to evaluate the data collected and look for understandings of

all the implementation process. For instance, we realized that data collection instruments did not

provide enough data to triangulate the information in regard to students' attitude due to the fact

that audio recordings solely furnished data to learning. Accordingly, we included video

recordings to catch students' impressions and attitude when using tablets. In respect to the

strategy and methodology we realized about some difficulties in terms of time and use of

technology, thus, some decisions were made to overcome them and attain better results from the

research study.

Second Cycle. Once, we analyzed the data provided in the previous cycle, we started

planning the activities for the second cycle. It was necessary to add an hour to the lesson plan;

each intervention would take 4 hours class taking into account that learners need more input to

be able to produce English orally. The addition of a new data collection instrument was

considered in this stage as well. When the planning was ready, the intervention was done and the

other stages in this cycle were carried out, observing and reflecting. The last stage was concluded

with a focus group, so we were ready to analyze the data and find out the results.

Data collection instruments

In order to validate data and have reliable findings, we used different data collection instruments. These tools allowed us to gather information from a variety of perspectives which were essential for getting a real picture of the possible changes in students' attitudes and learning process when performing orally through tablets. Additionally, we adapted a speaking rubric (see Appendix F) with the purpose of collecting data on specific language performance. These instruments were applied during the six pedagogical intervention weeks.

According to Jimenez, Luna & Marín (1996), the different data collection techniques can be grouped into observation and elicitation methods. In our research the first category was very useful because helped us "to document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think they occur" (Burns 1999, p. 80). Observations showed us how pupils performed in speaking activities and what their attitudes were when doing those tasks using tablets. This information was registered through field notes and video recordings. In the case of audio recordings, they were mainly utilized as students' artifacts since these represent the products resulting from pupils' performance in speaking activities using tablets. The second category corresponds to elicitation techniques which gave us valuable information provided by the own students. These data were collected through focus groups at the end of each research cycle.

Field notes (see Appendix C). Hopkins (2002) defines field notes as a way of reporting observations, reflections and reactions to classroom problems. Field notes were important to our research because they provided us perceptions about students' attitudes and their oral performance in the different activities implemented during the interventions. We could also analyze aspects related to the integration of tablets to the development of the classes, that was, if

the tablets complemented the lessons or caused some interference. Thus, field notes gave us information about the class environment, the individual or group dynamics and interaction among participants. Field notes were taken in each lesson by the researcher and supported our work during the six interventions made.

Video recordings. Given (2008) defines video recordings as a means to capture moving images of the interaction and behavior of the participants during the implementation. Video recordings allowed us to review all the aspects involved in the development of the class activities. With this instrument, we could analyze the characteristics of students' oral performance through the use of tablets (if there are changes or not) as well as their attitudes towards speaking activities (if pupils continue refusing to speak or not). Video recordings helped us to examine each detail in the different lessons like learners' expressions, body language, behaviors and so on, which made possible a more complete analysis of data. Video recordings were made during the second research cycle as an improvement measure resulting from the reflection stage.

Audio recordings (see Appendix G). Hopkins (2002) claims that audio recordings are popular data collection instruments among teachers because transcripts represent excellent resources for professors to record specific and accurate limited aspects of their classes or support varied forms of classwork. In our study, audio recordings were the speaking products or work (artifacts) learners provided during each lesson. As one of our research focus it is the students' oral performance using tablets, we carried out activities that implied the use of these devices. With this, we t analyzed pupils' speaking skill learning process under the above-mentioned conditions. On the other hand, audio recordings also helped us to register the participants' perceptions shared in the focus group dynamic. Audio recordings were very useful instruments

because they allowed us to collect data not just about pupils' opinions concerning the lessons but also about their use of English orally during each pedagogical intervention.

Focus groups (see Appendix D). Nagle and Williams (2013) state these are group interviews that gives the researcher the ability to capture deeper information (insights into how people think) about the situation investigated. The kind of interview helped us to know the students' views regarding the speaking activities they did in the different lessons. By means of the focus group, pupils expressed what they really perceived during the interventions per cycle. Having all the ten participants interacting in the interview gave us the opportunity of generating discussions around the research focus, which let students speak freely and react to their peers' ideas. Thus, we could collect first hand data that later were going to be useful for a triangulation process. The data collection instrument also represented a benefit concerning time saving since conducting individual interviews was consuming. We did focus group interviews twice during the pedagogical intervention stage (at the end of each research cycle).

Rubrics (see Appendix F). According to Johnson (2012), rubrics are data collection instruments that describe the various students' performance levels for specific traits of an activity. The tool was employed in our project like a way of determining changes in pupils' speaking skill learning process from a more objective perspective. Through rubrics we could monitor the variations in students' oral performance lesson by lesson, that is, if pupils' speaking skill showed progress or not. We considered rubrics were necessary in our project because for a public school (our research context) it is a requirement to evaluate students in a summative form. Likewise, teachers have to evidence the following of foreign language teaching standards based on the CEFR. Therefore, our rubric format contains the criteria that the CEFR established for the speaking skill.

Data collection procedures

The process of gathering data in our research has three stages: pre-intervention, during intervention and post-intervention. The data collection was carried out in a period of two month.

The pre-intervention phase consisted of designing and proving formats (field notes and rubrics), the questions bank for the focus group as well as some applications necessary in the process of using tablets. In this stage, we piloted data collection instruments with all the students from the grade 602 at Eduardo Santos School. The research teacher developed a lesson (family members) in which pupils did two speaking activities; one for production employing the tablet voice recorder and other for interaction through a chat application (Trillian). The professor was accompanied by a researcher who took the field notes while other investigator carried out the focus group the next day with ten students chosen randomly. In the period, we also proved the tablets in order to foresee further technical problems. Thus, we realized that some issues like the poor connectivity, the lack of enough energy plugs to charge all the tablets and the bad conditions of some devices were aspects to solve for the intervention phase.

During the intervention, data collection instruments were used with the modifications made after the piloting period. Each intervention had the same dynamic as the one developed for the piloting process. Then, the research teacher gave classes, applied speaking rubrics and gathered the audio recordings from tablets. There was an investigator who took the field notes, supported the teacher with the lessons (especially with technical aspects of tablets) and during the second research cycle video recorded speaking tasks. Other researcher was in charge of conducting the focus group interview the day after the third and last intervention (end of each research cycle). This activity lasted around ninety minutes and was audio recorded.

In the post-intervention stage, we as researchers tried to have ready the data collected for the process of codification, findings and analysis. We stored information from each instrument with a code (initial letters of the instrument and the date). In this point, everything was organized to upload to Atlas.ti software and subsequent triangulation process.

Instructional design

This section shows the theoretical foundations and the development of the pedagogical intervention. The instructional stage was carried out in order to tackle students' difficulties (in terms of attitudes and knowledge aspects) with the process of speaking skill learning. The theory deals with the vision of language and language learning. The explanation of the didactic strategy also integrates this part as well as the description of the phases, objectives and materials that structure the pedagogical intervention.

Instructional objectives

- To implement different communicative speaking activities through the use of tablets inside an EFL classroom.
- To foster suitable learning environment to develop the speaking skill.

Vision of language. For this research, we consider "language as doing things", that is, from a functional perspective (Tudor, 2001). Language is the means students' use for responding to social context requirements. This represents a tool that our participants should employ with the purpose of achieving an effective performance in real communicative situations (describing people, expressing likes and dislikes, asking yes/no questions). Language helps pupils to carry out meaningful social actions which demand the development of four specific skills: listening, speaking, reading and writing. All these abilities are necessary for being a successful language

user. Listening and speaking remain like the first two acquired skills while reading and writing come after a long process of instruction.

In the study, we focused on the speaking skill taking into account that it feeds on listening, which precedes it (Richards & Renandya, 2002). Speaking facilitates the interaction among people in the society. According to Bygate (1987), it is an important ability for language users "in order to carry out many of their most basic transactions" (p. vii). Through the present research, participants were involved in speaking activities that allowed them to use the language as a resource for doing social tasks. Thus, language is the medium by which participants achieve pragmatic goals (Tudor, 2001) in their specific social contexts and speaking is one of the four skills required in that process.

Vision of learning. In the research, we conceive the learning as an "at the deep end strategy" based on Johnson (as cited in Tudor, 2001). Where learners are immersed on the language and need to communicate in a different language from their own. So, students are forced to use the language in different situations as role-plays, simulations, information gaps and the use of students' personal interests, opinions etc. Learning is situated in functional language situations; it signifies that learners are responsible about their learning with the support of a suitable learning environment (context, teacher, materials, resources, language input) to build their own learning. When we as teachers create real communicative situations, students are engaged in learning experience that is important for their learning process.

The use of authentic materials, the development of communication strategies and the collaborative work in the classroom (Tudor, 2001) are principles that are implicit in communicative situations which trigger meaningful learning since pupils learn by doing. In our

case learners simulate communicative situations with real information from a functional point of view.

Didactic strategy

The didactic strategy in this study consisted of the implementation of mobile devices in the classroom (tablets) as innovative resources nowadays. It is known as m-learning, which was a product of the combination between the e-learning and the use of tablets. However, its definition goes beyond the use that is given to mobile devices within the learning process. According to O'Malley, et al. (2003) Mobile learning is "any type of learning that happens when the learner is not fixed in a certain location, or learning that occurs when the learner takes advantage of the learning opportunities offered by mobile technologies" (p.6). There are certain aspects that must be considered in m-learning: (1) learning with mobile technologies, including the use of mobile devices within conventional classrooms; (2) learning in different contexts in which personal life is developed, since it can access resources and interact with other learners and (3) learning in an interesting and appealing way to lower the anxiety.

Tayebeh Mosavi Miangah and Amin Nezarat (2012) state that "Mobile devices have increasingly grown toward becoming tools for education and language learning, and all its users from teachers or students are getting used to this environment to make education as ubiquitous as possible" (p.312). In that regard, the use of mobile devices in the classroom has been known as Mobile-Assisted Language Learning (MALL). Kukulska-Hulme & Shield (2008) define MALL in terms of "its use of personal, portable devices that enable new ways of learning, emphasizing continuity or spontaneity of access and interaction across different contexts of use" (p.273). MALL in our study referred to the use of mobile technology in language learning where students did not have to learn the language only with notebooks, books or whiteboards. On the contrary,

students were able to develop speaking skill by using tablets with no fear to communicate because they help to minimize the dread and anxiety.

Based on aforementioned, we decided to implement MALL as a pedagogical strategy through the use of tablets in the classroom as a tool to facilitate learning process. MALL in the classroom allowed teachers and students accessed to several functions which included speaking with the use of applications. Likewise, we considered important their usage taking into account they are underused in the institution and they are a resource that appeals to students

The implementation of tablets in our research study was solely to reinforce the teaching and learning process in the classroom and observe the changes that occurred with learners in terms of attitude and speaking skill learning. Teacher was who guided the whole process creating a set of activities where learners could learn, practice and produce the language orally using the tablets. The role of tablets in this process was to support students to feel more comfortable when they had to speak in English. Considering that tablets assisted the language learning, we selected two applications which supported us in the scope of the objectives. By means of audio recordings and a mobile chat application called Trillian. Audio recordings were made when students have learnt significant vocabulary and expressions of the language. Once, learners had internalized the vocabulary they recorded their voices and had the opportunity of listening back to-his/her own voice and correct their mistakes in pronunciation. This allowed students to gain confidence and develop the speaking skill. Trillian was used to carry out activities where learners had to interact among them, they asked and answered questions simulating specific situations as phone calls, interviews, presentations, etc. To work on Trillian was important to possess internet access since it is an online app. When learners have recorded their voices, and interacted through the app, teacher downloaded the audios and shared them in the classroom with the aim of showing

students their abilities to speak in English in spite of the difficulties. This last moment of the lesson was fruitful because students were aware of their language problems but also of their speaking skill progress. This process was done when students have internalized most vocabulary and expressions established in each lesson plan.

Pedagogical intervention

Lesson planning (see Appendix E). In the present study, the process of instruction is very important since it represents the period during which we sought to achieve our research objectives through teaching practices. As any class, lessons were carefully planned in order to have clear ideas about the integration of the school curriculum stipulated in the PEI (Institutional Educational Project) with the didactic strategy that frames our study (MALL). We organized the different activities taking into account what it was programmed to the grade 602 at Eduardo Santos School and what we needed to analyze for our research: changes in terms of attitudes and learning when students speak through tablets. Thus, each one of our six interventions contained, in an organized way, the corresponding standard, objective, time, performance indicators, language function, activities and evaluation. These were aspects adopted from the suggested English curriculum (2016) proposed by the Ministry of Education.

Regarding the organization of the activities, we followed the PPP methodology (presentation, practice and production) under the precepts of the communicative approach as established in the suggested English curriculum. Then, we started the two hours lesson with an activity (vocabulary games, surveys, interacting with realia) to present the topic and activate the students' background knowledge. After, pupils did speaking exercises to practice the information presented previously. Here, pupils worked individually, in pairs or groups with the support of the

research teacher. The different grouping strategies made apprentices interact, strengthen the

autonomous and collaborative learning as well as carry out self-monitoring and peer correction.

They also developed workshops as a reinforcement of target language components. Finally,

students used the language aspects explained in order to produce their own oral discourse

(monologues or conversations). In this part, pupils employed the tablets as pedagogical resources

to facilitate their speaking skill. Two applications were selected for this purpose: the audio

recorder and the online chat software called Trillian. The first program served in the production

of monologues while the second one helped with the conversation practices. The evaluation of

the activities was done through a speaking rubric.

Implementation. After planning, we continued with the implementation of the lessons

we prepared. The following is a chart that summarizes the main characteristics of the six-

pedagogical intervention carried out.

INTERVENTION STAGES					Data
Cycle	Lesson	Objective	Activity	Date	Instrument
1	Describing Physical appearance	* To identify words and phrases related to physical appearance. * To describe a favorite character audio recorded by a tablet	* Teacher shows a character in an image and students make the oral description recording the audio in the tablet. Then, these recordings will be shared in class to do feedback	24/08 /2016	• Field notes • Audio recordings transcriptions
	Asking for someone's physical appearance	*To identify words and phrases related to physical appearance. *To exchange information about a famous person physical appearance using the tablet and a chat application.	* Students work in pairs for exchanging information about a famous person physical appearance using a chat app in the tablets. Then these recordings will be shared in class to give students	14/09 /2016	• Field notes • Audio recordings transcriptions

			feedback		
	Talking about daily routines	* To identify words and phrases related to daily routine activities. * To describe their own daily routine orally and record it in the tablet.	* Students record their daily routine in the tablet to share with the rest of the group	05/10/2016	• Field notes • Audio recordings transcriptions
Reflection					Focus group
2	Reporting daily routines	• To identify words and phrases related to daily activities in simple oral and written texts. • Exchange information about daily activities in a survey using a chat app in a tablet	Students record the exchanging of information carried out using the chat app in the tablet, thus they achieve to fill in the survey.	19-26/10/2016	• Field notes • Audio recordings transcriptions • Video recordings
	Expressing likes and dislikes (free time activities)	• Identify words and phrases related to free time activities • Express the preferences about free time activities and record it to share with partners. • Exchange information about preferences.	Students exchange their information asking about their classmates' free time activities preferences using an app in tablets.	02/11/2016	• Field notes • Audio recordings transcriptions • Video recordings
	Reporting someone's likes and dislikes (free time activities)	• Report someone's preferences to complete a format to share in an oral presentation through a recording	Students record their classmates' information and share with others to complete a format.	11/11/2016	• Field notes • Audio recordings transcriptions • Video recordings

Figure 1. Intervention stages chart.

For this investigation, six lessons were designed and implemented. The first class had as an objective to describe a favorite character's physical appearance audio recorded by using a tablet. In order to develop the lesson, the teacher-researcher showed students some slides with the vocabulary related to the central topic (physical appearance: face shape, hair length and style, eyes color, among others). Most pupils were very interested in the presentation although some of them had difficulties for paying attention. After this activity, teacher and students started to describe themselves in an interacting way (asking and answering questions made by the educator). Then, the teacher-researcher displayed a slide with four characters and pupils should describe them. When the teacher asked volunteers to share the descriptions orally in front of their classmates, very few students participated. Later, pupils did the same previous activity by making audio recordings employing tablets. They recorded following teacher's directions. At the beginning, students used their mother tongue to share ideas but little by little they gained confidence and started to use vocabulary and fixed sentences in English with many mistakes (mispronunciation, words' omissions, and incorrect grammar use). Learners demonstrated disposition to work. The teacher monitors and answers questions.

The second lesson, asking for someone's physical appearance, consisted of a conversation about a famous person's look between two students. Pupils got prepared by describing each other; after that, the teacher-researcher explained them the central class activity giving a speaking model. Learners were working in a required way until the educator included tablets as a necessary resource to do the task. Then, students showed interest in knowing how to work with that mobile device. Thus, they should use the chat application "Trillian" to send voice notes (questions and answers) about a famous person's physical appearance. Some students continued using Spanish but it was more for compensating the forgetting of vocabulary and

expressions. Pupils tried to have a conversation with their partner despite the initial shame as well as pronunciation and grammar doubts or gaps. They struggled to make themselves understood and worked collaboratively looking for helping each other. Finally, there was a power shut down so the tablets went down which made students feel disappointed.

The next lesson focused on talking about daily routines. First, students received input from a video. The activity was reinforced with a matching game. During these two actions, pupils seemed to be very interested in participating in the activity and learning the vocabulary fast associating the pictures with the verbs. After that, the teacher-researcher told them her daily routine with specific time as an example of how a daily routine was shared with others orally.

Pupils started to interact with their classmates telling each other their daily routine. Some of them felt ashamed to speak in English and said it was better to do that using a tablet because it let them correct mistakes and feel confident. Students asked for the tablets but the teacher told them that following class they were going to work with them. In that session most students had the opportunity to learn new things and they showed understanding of the topic. As an important part in the speaking learning process, input was assimilated by learners this time. Pupils expressed they needed enough vocabulary to be able to do speaking activities with tablets next class, therefore they paid attention.

When the first cycle finished, we conducted the focus group to analyze and reflect about the changes and results upon it. Something interesting about this first cycle was the motivation in pupils; it was not as relevant as we thought. However, students' attitude towards learning seemed different but we did not have enough information to gather the necessary data and triangulate the results. So, we decided to add another instrument to collect and validate the information, the

video recordings, they gave some relevant data that we captured to the success of our research results.

The fourth lesson took place after the recess week and consisted of reporting someone's daily routine. Students had homework about daily routines so the teacher-researcher checked it. Most pupils did a great job, which showed their interest and motivation to learn, then students shared their daily routines in class and the educator wrote on the board what they said explaining them the 3rd person verbs. Learners participated in the class actively giving different actions they do in their normal day and adding some transitions elements. Later, tablets were integrated to the lesson and pupils started to work with them. They created groups and recorded the information gathered about a classmate's daily routine by helping each other. Students also asked the educator's guidance concerning pronunciation issues. When pupils noticed some mistakes in their oral production they recorded again until obtaining better results, which made them feel confidence for speaking. Somehow, learners were becoming aware of pronunciation. There were some problems with the use of tablets because their batteries were dead and the classroom did not have enough energy plugs to charge them.

The fifth lesson was about likes and dislikes regarding hobbies. The class started with the presentation of some pictures about vocabulary related to hobbies, students had to discover the topic they would work in class. Teacher-researcher gave some examples about her free time activities, so students did the same using a limited vocabulary and some words in Spanish for being understood. Later, the educator showed a video where some kids talked about what they like to do in the free time, this video was the opportunity to begin a round of questions (what do they like to do?, what do you like to do? what does she/he like to do?. After that, pupils gathered in pairs to ask orally about their preferences regarding free time activities. In order to use the

tablets, they asked and answered questions about free time activities by means of Trillian chat application which let them fill in a format. Pupils showed more confidence when talking and were able to self-correct some pronunciation mistakes. They continued making pauses in their oral production but with less frequency than before. Students worked collaboratively and asked for words they did not know how to say in English. Finally, Learners shared some of the conversations to the whole group with the aim of receiving feedback.

The last lesson started with an overview about the vocabulary related to free time activities. It was a branch of the previous lesson but in this opportunity they had to report their classmates' likes and dislikes. Initially, teacher showed some flashcards highlighting her preferences in free time activities on weekend, weekdays and vacation; one by one students gave their information using the expression I like- I don't like, then they asked their mates and reported the answers using the expression he/she likes- he/she doesn't like. Some of them were shy when sharing data to the whole group orally. To complement this activity, pupils had to fill in a survey chart with classmates' information about their preferences regarding free time activities with the help of tablets; an attractive activity for them. At the moment of working with the mobile devices, the teacher had to overcome difficulties with the connectivity and the charge of the tablets. In order to gather the information, students used Trillian chat application for asking and answering questions simulating a phone call survey. Pupils could use the questions properly and gave the correct answers (most of the structures used were correct), although they had to take their time for thinking what to ask and respond. Students still used their native or body language when they forgot a word. They showed disposition to work and confidence.

Students' experience

Along the intervention students demonstrated a positive attitude towards the pedagogical strategy, since they were always willing to learn and participate actively in all English classes as it was mentioned in focus groups. At the very beginning they were enthusiastic to use the tablets because it was not common to work with them in the classroom; for them it was a different way of having English classes. They felt it would be an excellent experience to learn. However, it was not as we expected, over the time some shortcomings appeared especially with the tablets. Students faced problems with their use (bad conditions of the devices, lack of connectivity and insufficient electricity plugs) that make them feel frustrated. Pupils wanted to do the speaking exercise through the tablet but when it did not work, they were disappointed and left the class activity.

Chapter IV
Data Analysis and Findings

This section contains the analysis of all the research data collected after six weeks of pedagogical interventions in the secondary school "Eduardo Santos" with six graders. It also displays the findings on the theme under consideration for this study. To begin with, there is a description of the data analysis procedure. It was the first element examined that corresponds to the analytical model. It showed the relationships between the central investigation topic (possible changes in students' speaking skill through the use of tablets), the three emerging categories: speaking skill learning, students' attitude and the use of tablets as well as the data supporting them. The final part in this document is related to the findings of each one of those patterns (speaking skill learning, students' attitude and the use of tablets) along with their data samples and the relevant theory.

Data analysis procedure

After six weeks of pedagogical interventions, we obtained raw data through different instruments such as field notes, video/audio recordings, focus group and rubrics. Once the necessary transcriptions were done (video/audio recordings and focus group), we digitized the information gathered through the use of word processing and spreadsheet programs. In order to organize data, we labeled the different digital files according to the type of instrument and the date of the pedagogical intervention in which it was applied. Thus, we had the following names: FN_09_14_2016 (for field notes), AT1_02_11_2016 (for audio transcriptions) and FG_07_10_2016 (for focus groups transcriptions). It is important to say that photos did not receive a codified name but they were employed according to their relevance for a category. These files were stored in one folder per each type of data collection instrument in a virtual hard

disk (Google Drive). For our research, we decided to call participants with a code S1, S2 (student 1, student 2…) due to ethical considerations. Researchers were named "R". In the case of rubrics, as they provided quantitative information, we designed it using spreadsheet software so that the process of generation of basic statistical reports was easier.

Data Reduction. According to Miles and Huberman (as cited in Punch, 2009) this stage is carried out continually throughout all the analysis process. In our study, we began the present phase with the familiarization (Lacey & Luff, 2007) that involves the work of reading, re-reading, editing, segmenting and making summaries from the data. This was very important because it allowed us to know more the information gathered as well as reflect on its overall meaning (Creswell, 1994). With a general sense of the data, we proceeded to codify them by using qualitative data analysis software called Atlas.ti. After submitting the information in the mentioned computer program, it was coded in order to have a better understanding of the recurrent facts to be analyzed.

"The codification has two levels. The first one generates units and categories. From the second one emerges topics and relations between concepts. Finally, the theory is rooted in the data" (Baptista et al., 2010, p. 406). For this research, we had descriptive and pattern codes (Miles & Huberman as cited in Punch, 2009) making part of each one of the aforementioned levels respectively. Through descriptive codes we identified and labeled what was in the data, while in the pattern codes we interpreted and interconnected information (Punch, 2009).

Thus, we found that data collected showed three clusters of codes which were related to three different themes. One of those topics is the *speaking skill learning* conformed by tags like pauses and self-correction (AT_S1: "Ummm, he is tall and thin"; FG_S6: "I listen to myself and what it is wrong I correct it"). Another emergent category corresponds to *students' attitude* with

confidence and motivation as examples of codes (FN_R: "They felt comfortable when they work"; FG_S8: "That day I felt good"). Likewise, it is the last theme concerning *the use of tablets* which has an only code: technical problems in this respect (FN_R: "The teacher had to overcome difficulties regarding the connectivity…").

Data display. Taking into account the emerging categories resulting from the process of data reduction, we assembled information under the above-mentioned themes (speaking skill learning, students' attitude and the use of tablets). These were our final categories which interrelated to the central research topic (possible changes in students' speaking skill through the use of tablets). Thus, we established for this study the analytical model shown in figure 2.

Our research is focused on determining changes (if any) in students' speaking skill through the use of tablets. For this purpose, we collected information and qualitatively examined it getting an analytical model of the whole study. Figure 1 shows how the central topic of the research was related to three categories which comprise codes supporting them. These categories emerged and were consolidated through a process of triangulation for giving validity to the study. Then, we have the speaking skill learning, students' attitude and the use of tablets as data clusters. The three mentioned groups are key themes in the identification of possible changes when pupils perform orally by using tablets. The first category refers to learning aspects that allow students to use the spoken English in daily communicative situations. Therefore, we have here codes as co-operation, L1 supporting L2, pronunciation, self-correction and pauses. They were resources pupils employed frequently during interventions for being able to speak in English. The second variable concerns students' attitudes when doing speaking activities. For this case, three feelings were recurrent: confidence, motivation and shame. The last pattern was related to the use of tablets involving specifically technical problems with those devices.
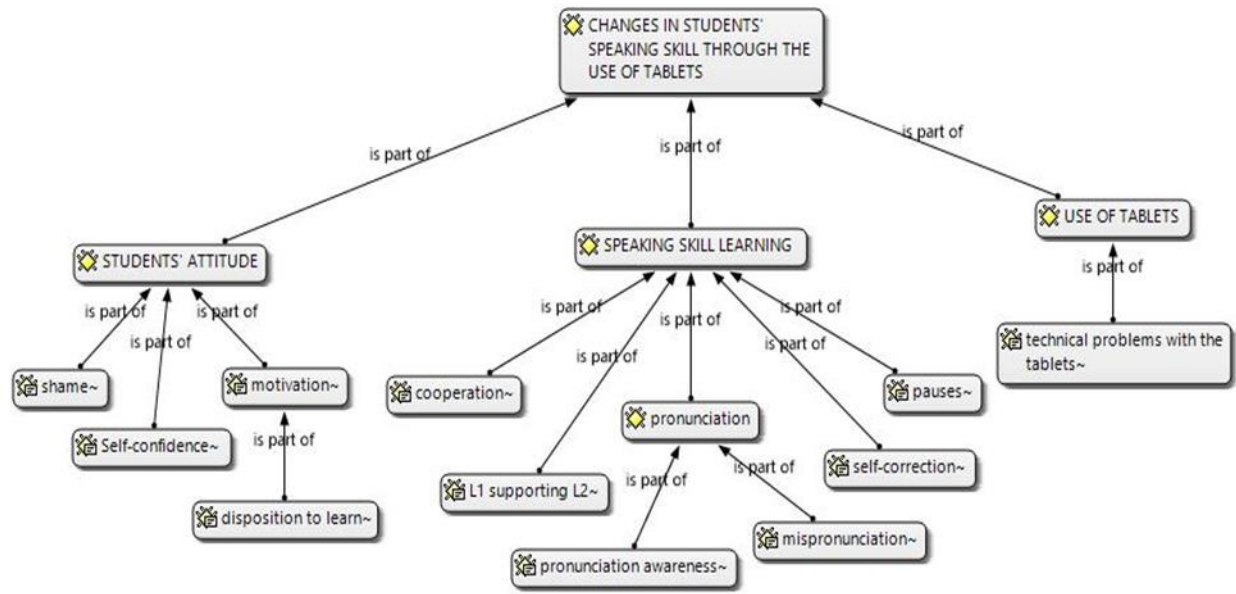
Figure 2. Analytical model.

Findings

In the process of data analysis, we found commonalities that were clustered into three categories: speaking skill learning, students' attitude and the use of tablets. All these variables are related to the research objectives and comprise codes which support them as well as give answer to the research question (What changes (if any) are brought about in terms of attitude and learning in sixth graders' speaking skill when using tablets in an EFL classroom at a public school?). In this sense, we do the following interpretation of the meanings that each pattern entails.

Student's Attitude
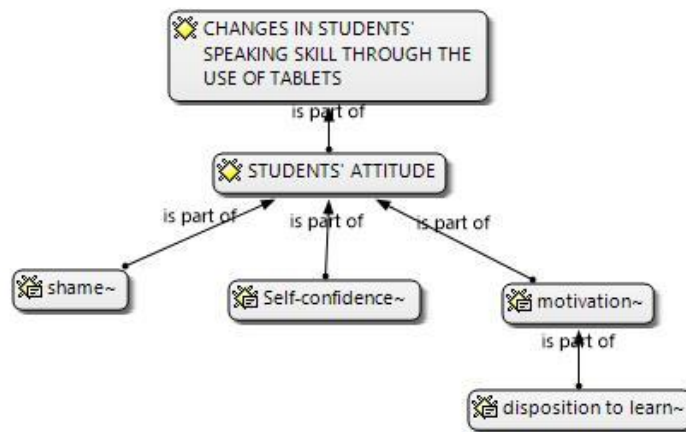
Figure 3. Category 1: Students' attitude model.

The category evidences the attitudes that learners assumed when they were asked to talk in English during the activities developed in the classroom, especially when using the tablet as a tool to record their voices and interact among them through an application. This evidenced some meager changes in terms of attitude. For instance, at the very beginning of the implementation when they had to talk in English without using the tablet they were afraid of speaking in front of everybody a "Communication apprehension". According to Horwitz, et al. (1986), "communication apprehension is a type of shyness characterized by fear of or anxiety about communicating with people" (p, 127). In our research, this apprehension to communicate has been analyzed as shame, taking into account our teaching experience and our target population behavior in the classroom. See figure 4

R: How do you feel when speak in English?

S5: teacher can correct errors but we feel shame when we pronounce them in front of everybody.

Figure 4. Excerpt 1: FG_07_10_2016

Shame. This subcategory in our research is important because helps to understand the

changes that learners had along the implementation. We consider shame as result of anxiety

effects on second language learning, thus learners experience apprehension, worry, even dread

when they have to speak in English (Horwitz, et al., 1986). The shame was evident when

students said, "Teacher I feel shame of them" (see figures 5 and 6) and they confirmed it with

their gestures covering their faces as we registered in the video recordings.

> R: some of them felt ashamed and were asking for doing in
> the tablets

Figure 5. Excerpt 2: FN_10_05_2016

> S9 …but now we have to record in the tablet so, we don't feel ashamed but,
> if we go to the board to speak we feel ashamed.

Figure 6. Excerpt 3: FG_21_11_2016

The shame had become in their barrier to communicate in English what teacher asked to

talk in English. Thus, some students asked teacher to use the tablets (see figure 4). When

students had overcome somehow the shame and the speaking anxiety had reduced, they started to

build self-confidence, over the time it was evident when they recorded their voices and then

listened themselves to confirm they were right or simply to correct them using tablets.

Self-confidence was our second subcategory regarding students' attitudes and it was the

starting point to get students to improve their learning speaking skill since they believed

themselves able to get good results in oral production. Mac Intyre et al. (1991) suggest that self-

confidence notably contributes to the learner's willingness to communicate in a foreign

language, indeed students demonstrated their interest in learning when they participated actively

in all the assignments when using or not the tablets (see figure 7). Demir & Kayaoğlu, (n.d)

states in their study that "tablet use in role play activities contribute to support students in participating classroom activities and increase their willingness" (p.2). Students' willingness was a result of students' self-confidence gained during all the process. What is more, students' faces looked happy and when they listened to their voices they seemed to be satisfied as we observed in the video recordings; it was confirmed when they said to have recovered the confidence (as seen in figure 8). However, it can be related to the learning environment set in the classroom as we observed in the study conducted by Buitrago & Ayala (2008) where students' fears and anxiety to speak in English could be faced giving them the opportunity to talk through interesting and entertaining activities. Since our experience as teachers we were aware of how students were most confident when they had to talk in English (see figure 9). They wanted to participate in all oral activities raising their hands or simply shouting as usual, we had to give turn to speak because they did not feel afraid to do it. They finally took the risk and it was the evidence of how they had recovered the self-confidence. Undoubtedly, the use of tablets influenced on this change but the role of teachers was determining in this result.

> R: how was your performance in English all this time?
> S5: good because at the beginning it was to do the workshop but after the teacher explains more and more then I felt more proud about I was doing

Figure 7. Excerpt 5: FG_21_11_2016[1].

> Research: How did you feel using tablets in the classroom?
>
> S3: I am overcoming the fear of speaking in front of the classmates or by the tablets

Figure 8. Excerpt 6: FG_21_11_2016.

> R: I asked one student why did he like to work with tablets, and he answered me that he felt more confident to make mistakes and correct them.

Figure 9. Excerpt 7: FN_14_09_2016

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[1] Originally in Spanish. Translated by the author.

Motivation: the last subcategory for attitude category is related to the data gathered along

the six interventions; we observed that our students were motivated to learn English. According

to Levy et al. (2011) the use of technologies in the classroom practice in order to create learning

environments are adequate for students' needs and interests. Although the tablets in our

implementation were solely a tool in the teaching and learning process, they promoted somehow

a change of attitude towards the English classes (as seen in figure 10). Nevertheless, the change

was meager considering the tablets in the classroom as innovative tool. Students were aware of

how tablets altered a little the flow of the classes being more interesting, such is the case in

figure 11

> Research: students' motivation changed when they started to work with tablets

Figure 10. Excerpt 9: FN_14_09_2016.

> Research: They did that activity with interest, I think because they like and they feel comfortable when they work with something they like

Figure 11. Excerpt 10: FN_21_09_2016.

Dornyei (1994) states motivation as always dependent on who learns, what languages and

where. In that regard, the use of tablets itself was not the individual reason to be motivated, there

were other factors as for example the learning situations. On them we have the development of

the lessons and the variety of activities that allowed students to learn all the vocabulary and

expressions they needed to produce the language and interact with others by means of tablets and

without them. In this regard, Peacock (1997) defines motivation as interest in and enthusiasm for

the materials used in the class, persistence with learning assignments, and levels of concentration

and enjoyment. Our teaching experience in the institution allows us to recognize different

patterns where learners expressed the motivation towards language learning (see figure 12).

Additionally, we observed by means of the video recordings how they looked happy and

motivated using the tablets since they smiled and showed a comfortable attitude towards the

activity when they talked in English and interacted with others. In that respect, Demir &

Kayaoğlu, (n.d) conclude that students are encouraged to make a group study and use

educational technology for the activities which made them both happy and curious about the

issue.

Research: How did you feel using tablets in the classroom?

S2: No, it was cool, when teacher told us about bringing tablets to class we felt happy.

S4: when teacher took the tablets to the classroom, it was motivating and we wanted to work

S1: That day I felt great because I haven't felt such great in an English class before.

Figure 12. Excerpt 11: FG_21_11_2016[2].
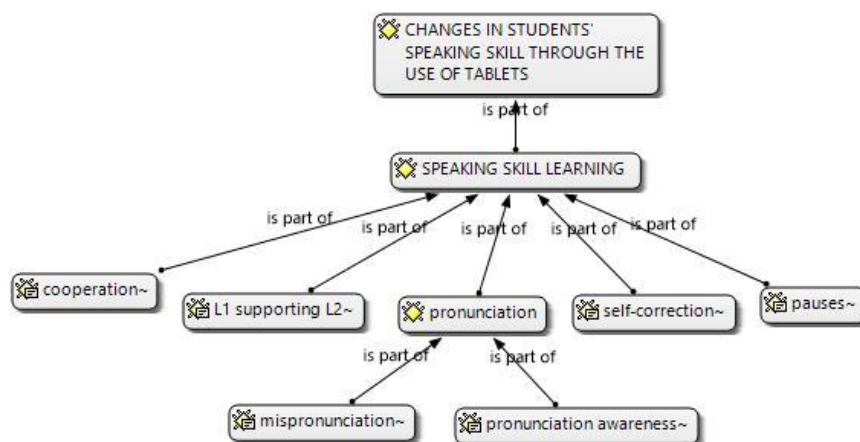
Speaking skill learning

Figure 13. Category 2: Speaking skill learning.

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[2] Originally in Spanish. Translated by the author.

Co-operation. Upon commencement of the study pupils did not dare to speak in English. They avoided doing speaking activities. However, the time of the interventions was passing and students started to use some resources for performing orally in class. One of those elements was to ask for help. This became a frequent strategy employed by apprentices in order to carry out the different oral tasks proposed in each lesson. Once pupils faced the necessity to speak, they called for their teacher's support or met some classmates to work collaboratively. Before interventions, students were not so interested in speaking activities, then, the searching of resources to talk was irrelevant for them. But class after class, they found a meaningful process of speaking complemented with technological devices that made them want to participate (as seen in figure 14, Excerpt 12).

R: What do you think about doing speaking activities through tablets?
S4: good, because at the same time it's funny because in that way we are developing pronunciation.
S5: because it's better [mmm] to record, thus, it doesn't matter if I make mistakes; the teacher can correct me and help me.

Figure 14. Excerpt 12: FG_07_10_2016.[3]

Students faced some classroom circumstances that encouraged them to get help. According to Bygate (1987), speakers "may ask for the word, by asking for a translation of his mother tongue word" (p. 45). Figure 15 shows a pupil using this resource; the person who he called for aid is his teacher. Likewise, they worked with their peers looking for helping each other. Learners conformed groups voluntarily in order to do individual speaking activities as monologues which can be evidenced in the video recordings when students met to work. Johnson and Johnson (1999, as cited in Martinez & Gomez, 2014) states that the creation of groups optimizes and maximizes pupils' own learning process as well as their partners' too. Thus, we found students worked together and tried to give mutual support (as seen in figure 16, Excerpt 14).

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[3] Originally in Spanish. Translated by the author.

> S2: What do you have for breakfast?
> S8: I have for breakfast coffee and how do you say "galletas"? (asking to the teacher).
> (Teacher: cookies)
> S8: and cookies

Figure 15. Excerpt 13: AT4_19_10_2016.

> Student 9 making a description:
>
> Hollie is tal (referring to tall) {someone is helping to her how pronounce-(she is thin, her skin is fair)} she… is thin, -risas- her skin is fair {someone is helping to her how pronounce (her hair is blonde)}her jair (referring to hair) is blonde, {someone is helping to her how pronounce (her eyes are blue)} her eyes are blue.

Figure 16. Excerpt 14: AT3_24_08_2016**.**

L1 supporting L2. Our second subcategory is related to the use of the native language students made in order to complete their messages when speaking English. This resource was frequently employed at the initial point of the implementation but during the last lessons the results of students' oral tasks showed less Spanish language presence in their messages (as seen in figure 17, Excerpts 15-16). Finishing the intervention, pupils tried to talk more in English and worried about communicating by using the target language despite their mistakes (pronunciation, grammar).

Asking and giving information about a famous person. (Audio typescript 26/09/2016)	Asking and answering about likes and dislikes. (Audio typescript 11/11/2016)
S9: What's your famoso? S8: Cristiano Ronaldo S9: is he alto… tall? S8: yes, he's	S1: what do you like to do most on weekend? S2: I like … (pause) soccer S1: what do you like to do the least? S2: I not like to work… (pause) What you like?

Figure 17. Excerpts 15-16: Audio tapescript comparison.

The results from a research conducted in Japan about the use of the L1 in the L2 classroom (Carson & Kashihara, 2012) displayed that most students said they felt less lost when speaking in their mother tongue inside an L2 learning environment (83% to 57%). Something similar could happen with our pupils initially but as the lessons became more meaningful and interesting (use of tablets) for them, they gained confidence to use the target language in spite of making mistakes. The field notes excerpt in figure 18 evidences that learners ended up saying less Spanish words during the last interventions. This was positive for participants' learning process; however, the use of the native language was still acceptable for their level since it represents a speaking resource for them. Pupils need to extend the vocabulary and grammar knowledge to achieve advances in their oral performance (as seen in figure 19), whereby, they should draw on their mother tongue.

> Researcher's words:
>
> Students were very receptive and tried to give some examples about themselves using limited vocabulary and some words in Spanish. Then teacher presented a video where some kids talked about their free time activities, students were very attentive and repeated in some cases the phrases and words they used, it was really pleasant for me because I observed they wanted to use the language and demonstrated their love for English.

Figure 18. Excerpt 17: FN_02_11_2016

> R: what do you think it is missing for improving the speaking skill, your performance?
> S7: pronunciation
> S3: and that I learned that about "hair" and something like that
> S9: pronounce well the words

Figure 19. Excerpt 18: FG_21_11_2016[4]

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[4] Originally in Spanish. Translated by the author.

Pronunciation. This subcategory displays one fundamental component of the speaking skill that is the pronunciation. It refers to the way how pupils produce the English sounds when talking. More specifically, the present subcategory entails information from two variables: students' mispronunciation and their awareness on the necessity to pronounce the words better in the target language. These elements were recurrent in all the data collected, mainly, in students' speaking activities results and in focus groups (as seen in figures 20 and 21). Through the information gathered it was evident that pupils' difficulties to pronounce, which made them see pronunciation as an indispensable knowledge to advance in their own English learning process.

> Student 6 making a description:
>
> Hollie is tal (referring to tall) Che (referring to she) is thin, her skin is very fair (referring to fair) her jair (referring to hair) is shoulder length, strei (referring to straight) and yellow (blonde), her elles (referring to eyes) are black , her is beautiful.

Figure 20. Excerpt 19: AT1_24_08_2016.

> R: how do you think that was your oral performance? Why?
> S2: my performance was little good but I need to pronounce better
> S7: my performance was little regular because I don't know to pronounce well the words

Figure 21. Excerpt 20: FG_07_10_2016[5].

Willing (as cited in Varasarin, 2007) states that "almost all learners rate pronunciation as a priority and an area in which they need more guidance" (p. 20). Events during the interventions show the pupils' interest for doing better when producing English sounds. There was a process of transition between the first time they talked in the target language and the last one. The results of the initial speaking activities presented several pronunciation mistakes (see figure 20); however, lesson after lesson students became more aware of those faults and tried to correct them. Thus, pupils paid much attention to the teacher as well as asked her for the right way of saying something. Data evidence that the frequency of the mispronunciation was subtly reduced and the

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[5] Originally in Spanish. Translated by the author.

reasons of it were given by the same pupils. According to them, it was easier to speak because of

the teacher's explanation mainly and the complement of the use of tablets (as seen in figure 22).

For pupils, oral tasks during the intervention period were well-guided by the professor, who

taught clearly and had good attitude. Regarding the use of the tablets, students said they were

useful in order to make them feel more secure.

R: those difficulties you say you have been overcoming, why do you think you have done that?
S1: to the teacher, the teacher explains everything very well and if you don't understand
something, she explains again and helps us a lot. Besides, she is supportive
S3: to the teacher and the tablets
S4: to myself and the teacher because if you don't make effort how you will learn and to the
teacher who is very patient
S6: the teacher is so understanding and help us a lot
S7: the English teacher is very good.

Figure 22. Excerpt 21: FG_21_11_2016.

Thus, research participants were from making many pronunciation mistakes to being

aware of it and worried for performing better (see figure 23). Through the implementation, pupils

understood that pronouncing English in a comprehensible way was very important to reach

communicating purposes (describing people, reporting likes and dislikes, talking about daily

routines). They could see speaking activities like something meaningful (not like a heavy

charge), which encouraged them to assume the oral tasks with more commitment.

Researcher's words:

… It was good because they were aware of the pronunciation; most of the
students did a great job at the end.

Figure 23. Excerpt 22: FN_19_10_2016.

Self-correction. The category was related to the "adjustment" (Bygate, 1987) students

make when correcting something they realize it is wrong during their speaking production.

Bygate (1987) states that "in speech, corrections are tolerated and indeed necessary" (p. 18),

since it is a resource speakers use in order to deal with time pressure. The initial habit of

correcting what it is said was getting by pupils as they did speaking activities. Participants for

this study were not used to talk in English, then, they did not see the necessity of paying attention

to aspects like pronunciation or sentence construction. However, through pedagogical

interventions pupils were involved in meaningful oral tasks with enough input as well as a

different tool (tablets). This aroused in them the desire to speak in the best possible way, finding

the practice of self-correction like a useful resource (see figures 24, 25).

> Asking and giving information about a famous person
>
> S10: What your favorite famous person?
> S4: Is Cristiano Ronaldo
> S10: how is that you ask? (what is your famous person?) and what is de you famous?
> S4: Is James Rodriguez
> S10: mmm for asking how is it, how is it? Ahhh, what does look like? What does look
> like? (Student asking himself)
> S4: mmm, he is tall and thin and what is James?

Figure 24. Excerpt 23: AT1_26_09_2016.

> R: what do you think about working with tablets?
> S5: mmm, very well because it is better mmm recording yourself; thus what you say if you are
> wrong the teacher can correct you …
> S6: besides you listen yourself and what you have wrong you can, you correct it.

Figure 25. Excerpt 24: FG_07_10_2016[6].

Regarding the use of tablets in this subcategory, it was evidenced that they were a good

tool so that pupils could self-correct. Through this resource students had the opportunity to

record themselves what gave them the option of listening many times and doing a better work as

could be evidenced in video recordings. They could compare teacher's speaking model with

theirs and make "adjustments". In the case of the interaction using the application Trillian, the

support of self-correction is not mainly to manage time pressure when speaking; it is more to

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[6] Originally in Spanish. Translated by the author.

perform orally better the next talking turn. Thus, tablets helped students to deal with that

speaking characteristic of being face to face, something very difficult for them because of

attitudes like shyness, anxiety or nervousness.

Pauses. The last subcategory is related to the temporary stop students make as a strategy

for gaining time to speak. Bygate (1987) claims that speakers use this kind of device for

compensating the difficulties they face when talking. Participants in the present research

employed this resource frequently because they were not used to talk, then it was necessary time-

creating tools in order to do speaking activities during interventions (see figures 26, 28). The first

lessons represented a hard challenge for pupils since the fact of remembering vocabulary and

organizing ideas to communicate in English was difficult. This situation made pauses recurrent

in pupils' productions which decreased slightly during final classes. The clear presentation of

input for carrying out speaking activities and the support of tablets contributed with a better

students' oral performance (see figure 27).

Asking and answering about likes and dislikes

S3: What do you like to do most on weekend?
S1: I like ..... (pause) soccer
S3: What do you like to do the least?
S1: I not like to homework. (pause) what you like?
S3: I don't like to do chore.

Figure 26. Excerpt 25: AT2_11_11_2016.

R: regarding all the problems you had for being able to speak at the beginning what happen now?
S5: it has improved so much because you have already learned more, you don't forget the words so much like before, before you felt nervous you felt everything
S2: but how today you record everything in the tablet then you record in the tablet and how you are going to feel shame, instead, you pass to the board jumm you feel so embarrassed.

Figure 27. Excerpt 26: FG_21_11_2016[7].

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[7] Originally in Spanish. Translated by the author.

> Additionally, I could observe that when students made the sentences to describe people they thought a lot which produced long pauses.

Figure 28. Excerpt 27: FN_24_08_2016.

Use of tablets in the classroom
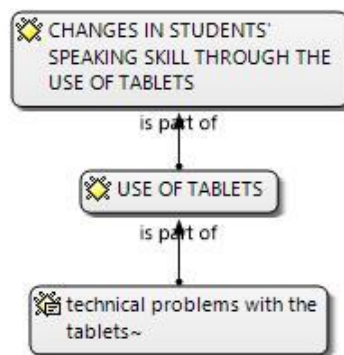
Figure 29. Category 3: Use of tablets.

Although our research brought out slight changes in terms of attitude and some more detailed in terms of speaking skill learning we evidenced that use of tablets in the classroom influenced somehow on the negative students' attitude towards learning in some of the interventions. As we have said tablets are not the panacea to the learning problem, they are solely a tool to create a suitable learning environment and engage learners with their own learning process, considering that the use of technology in the classroom is intended to enhance the learning environment for all students (the college at Brockport, 2013) and the employment of these devices as learning tools plus learners to express comfort and interest in using them as it was seen in a study carried out by Herrera, Cruz & Sandoval (2014).

Technical Problems: This subcategory allowed us to identify the limitations in our study because from the very beginning tablets showed weaknesses since the technical problems

appeared, they did not turn on nor did charge and many times the Wi-Fi connectivity failed (see

figure 30). Similarly, Oh et al., (2014) showed in their study that beyond the positive aspects,

there were some concerns that affect the development of classes. The most cited issue was

related to technical problems such as occasional Internet disconnection and battery shortages.

> Research: they were working previously until unfortunately there was a power shut down and the tablets went down, the students turned in a bad mood because they were encouraged to work with tablets

Figure 30. Excerpt 28: FN_14_09_2016.

Those were some limitations regarding the use of technology in fact they affected the

results of the interventions given that students could not work as they expected, so they felt

unenthusiastic to go on (see figure 31). As students started feeling unmotivated it was very hard

to manage because they wanted to use the tablets all the time regardless of the shortcomings they

presented. Similarly, Demir & Kayaoğlu, (n.d) consider whether mobile phones are a

demotivating factor in the classroom or not discussed by the school administrators and teachers.

So, we as resourceful and experienced teachers overcame these events; we always tried with

different oral activities where learners could practice the language without any pressure and in

comfortable situations.

> Research: one student did not do the activity because there was a problem with his tablets

Figure 31. Excerpt 29: FN_26_10__2016.

> R: how did you feel using tablets in the classroom?
> S5: teacher, not too good because the tablet didn't want to turn and also it was discharged and I could not record

Figure 32. Excerpt 30: FG_07_2016[8].

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[8] Originally in Spanish. Translated by the author.

Analyzing the rubrics

One speaking rubric was applied after each lesson in the implementation stage. This evaluation instrument was composed by five speaking criteria: range, accuracy, fluency, interaction and coherence, as well as their descriptions and a scale from 1-5 to range each criterion (see Appendix F). The scores of the rubric were qualitative and quantitative (1- 2.9 = Low, 3 – 3.9 = Basic, 4 - 4.5= High, 4.6 - 5= Superior) taking into account the own school policies for evaluation (performance levels). The standards that were assessed in the rubrics came from the Common European Framework. These are an adaptation of the "qualitative aspects of spoken language use" for the level A2 (Council of Europe, 2001, p. 29).

Rubrics are scoring guides for assessing students' products and performances work to advance the goals of a school program (Wolf & Stevens, 2007). As this research aims at determining changes (if any) in pupils' speaking skill learning process partly, we considered rubrics represent a useful source of information for analyzing students' oral performance through the use of tablets. This instrument provided data that allowed us to examine speaking skill learning from a quantitative way which it is a requirement in school contexts. Research should respond to target setting reality that in this case is the public education. It has a tendency to show results in numbers because of the facility for carrying out analysis. Figures represent another form of displaying variations (if any) in pupils' speaking skill learning.

The tables 2, 3 and 4 below, show the scores obtained by research participants in lesson 1 (initial), lesson 3(middle) and lesson 6 (final). We selected these three rubrics because we wanted to compare students' results at the beginning, intermediate and ending stages of the pedagogical intervention. Each pupil had a definitive score which was the average of the grades got in each speaking standard assessed.

Initial assessment					
Student	Range (5)	Accuracy (5)	Fluency (5)	Coherence (5)	Definitive score
1	2,5	2,5	2,0	1,5	2,1
2	2,0	1,8	2,0	1,5	1,8
3	1,5	1,2	2,0	1,0	1,4
4	3,0	2,8	2,8	2,0	2,7
5	3,0	3,0	2,8	2,8	2,9
6	2,0	2,0	1,5	1,8	1,8
7	3,0	3,0	3,0	3,0	3,0
8	3,0	2,5	2,5	2,0	2,5
9	3,0	3,0	2,0	3,0	2,8
10	3,0	3,0	2,5	2,5	2,8

Table 1. Initial assessment results.

Middle assessment					
Student	Range (5)	Accuracy (5)	Fluency (5)	Coherence (5)	Definitive score
1	3,0	2,5	2,5	2,5	2,6
2	2,8	2,5	2,5	2,0	2,5
3	2,5	2,0	2,0	1,8	2,1
4	3,7	3,2	3,5	3,0	3,4
5	3,6	3,5	3,5	3,0	3,4
6	2,8	2,5	2,3	2,0	2,4
7	3,8	3,5	3,2	3,2	3,4
8	3,8	3,0	3,2	3,5	3,4
9	3,5	3,0	3,0	3,0	3,1
10	3,0	3,0	3,0	3,0	3,0

Table 2. Middle assessment rsults.

Final assessment					
Student	Range (5)	Accuracy (5)	Fluency (5)	Coherence (5)	Definitive score
1	2,8	2,8	2,2	2,0	2,5
2	2,8	2,9	2,6	2,8	2,8
3	2,5	2,8	2,0	2,0	2,3
4	3,8	3,0	3,3	3,2	3,3
5	3,4	3,4	3,2	3,2	3,3
6	2,5	2,5	2,8	2,5	2,6
7	3,5	3,2	3,4	3,4	3,4
8	3,6	3,4	3,4	3,4	3,5
9	2,5	2,8	2,8	3,0	2,8
10	3,7	3,6	3,3	3,5	3,5

Table 3. Final assessment results.

The three definitive scores are presented in the column graph 3 below. The graph displays research participants and the grades they got in each speaking activity during lessons 1, 2, 3, with the highest score: 3.5 in the last class and the lowest mark (1.4) for the first oral task from all the pedagogical intervention. It can be determined in a general view that scores did not surpass the basic level of performance (3 – 3.9).
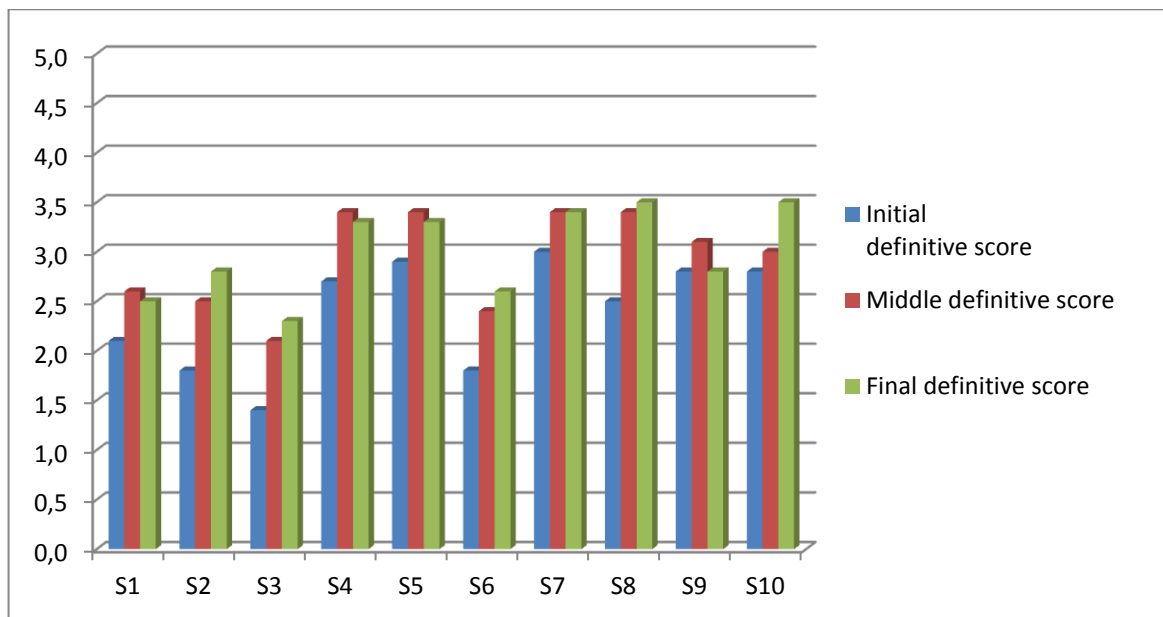
Graph 3. Comparison between the difinitive score in lessons 1, 2 and 3.

It can be concluded that at the beginning of the pedagogical intervention stage, the 90% of students had a low oral performance and they got grades under 3.0 for their speaking works. Some pupils (30%) obtained very low results (1.4, 1.8), which showed that their Spoken English level needed to be reinforced a lot. Only one learner achieved a basic performance in the first oral task.

After three lessons, all the students' performance average increased. The 60% of research participants obtained between 3.0 and 3.4 as a definitive score, which corresponds to a basic oral

performance. The rest of pupils (40%) continued in the same level but with an increase in their averages. There were cases of learners (S2, S3 and S6) that increased the average 0.7; they passed from having 1.4 or 1.8 to reaching 2.1 or 2.5. Which is something to consider since those students presented difficulties when speaking, especially in attitude terms. However, the fact of receiving appropriate input as well as a technological help (tablets) make them try to perform orally which became in an important first step inside the speaking development process.

During the last lesson, there was a slight fall in the amount of research participants that had a basic performance level compared to the middle assessment. The 50% of learners (10% less) got grades between 3.0 and 3.9 (basic level). This could happen because the sixth class was carried out at the end of the school year when students were tired and wanted to go on vacations. None of the participants reached a high or superior level, since they are just starting their process of speaking. It is a normal situation due to the poor background experience pupils had had with this skill. The important fact is that students began to talk and understand the key role the speaking ability plays in learning English. This is a long way to walk with many imperfections that are part of the process and should not be seen as fails. Bygate (1987) clearly stated it: "if native speakers typically produce short, phrase-sized chunks, it seems perverse to demand that foreign learners should be expected to produce complete sentences" (p. 8).

Chapter V
Conclusions and Pedagogical Implications

Conclusions

Throughout this chapter we present the conclusions revealed after the preliminary findings emerged during the implementation of tablets in the classroom as tools to develop speaking skills in an EFL classroom. The data analysis revealed the most important findings which addressed our research study towards the answer of our research question (what changes (if any) are brought about in terms of attitude and learning in sixth graders' speaking skill when using tablets in an EFL classroom at a public school?) and the scope of the objectives. Furthermore, considering the findings and the set of conclusions in this section, we present some pedagogical implications and further research.

With regard to changes (if any) are brought about in terms of attitude and learning in sixth graders' speaking skill when using tablets in an EFL classroom at a public school, we found that there were changes. In terms of attitude towards language learning they were so slight due to the fact that tablets played a passive role as tools in the implementation of the strategy selected to the research. Although they altered some students' attitudes and behaviors when they were asked to talk in English, the teaching and learning process was decisive to determine real changes in the research study. In relation to speaking skill learning, the changes were more substantial taking into account that pupils began a process practically unknown for them. Before the pedagogical interventions, students were not used to perform orally, except on certain occasions when they participated in oral activities just for getting a grade. After the implementation stage, pupils became more conscious of the role played by speaking skill in the English learning process and tried to fulfill oral tasks using diverse strategies.

Regarding the general objective of the study, it was determined that there were changes in terms of attitude and learning in sixth graders' speaking skill when using tablets due to the fact that participants after the interventions were more willing to learn and participate in all oral activities suggested by teacher in the classroom when using tablets and without them. They demonstrated a positive attitude towards learning. According to Choy and Troudi (2006) students' attitudes and perceptions towards the target language could be important in determining how well they learn. Based on the above mentioned, we perceived that participants after the implementation assumed a different attitude towards learning and activities proposed by teacher, they were more active and participative as a result of being involved and engaged along the study. In relation to classes without tablets before intervention they were passive and did not want to contribute with the development of the classes.

Considering participants' shame, fears and anxiety to speak, we observed that over the time they were building self-confidence and their apprehension to communicate was overcome, taking into account that from the first intervention they did not participate expressing their rejection to speak in English, even in Spanish. It was assured that participants gained confidence because of the use of tablets, due to the fact that they were able to produce language, check their voice recordings, correct them and finally share them with classmates and teacher. An example of this was the "On Air": participation in an online radio show to foster speaking confidence (Lemos, 2012) a project conducted to enhance students' confidence when speaking on an online radio show that prompted students' speaking confidence through the use of technology as well as made the teacher become a facilitator of the oral ability development process. This previous premise gave us the faculty to highlight self-confidence, as a fundamental variable in the learning of a foreign language and determined the learners' willingness to communicate in a

foreign language (MacIntyre et al, 1998). It is important to emphasize that these results were evident when they did not use tablets as well, when they talked in English self-confidence was determined in their willing to do it. In that regard-sense, Heyde (1979) states that high self-confidence can be positively correlated with oral performance.

The implementation of tablets to the language learning in the classroom seemed to be a motivational resource to enhance language learning since they are innovative tools that engage learners in the learning process. It was evidenced in the study conducted by Herrera, Cruz & Sandoval (2014), which provided meaningful information about the implementation of different strategies to encourage students' speaking skill by means of mobile devices as tablets. However, motivation does not depend solely on the devices or tablets. In our personal case, motivation was the result of the learning environment created by teacher where learners were involved in motivational conditions related to classroom learning environment (Dornyei, 1994). Certainly, teacher's role was essential to motivate learners since teacher develops and stimulates learners' motivation by being a group leader, appealing to learners to get the purpose of activities and contributing with students' improvement when they perform tasks orally (Dornyei, 1994).

Concerning speaking skill development, we found that changes were relevant although they did not see to be so overwhelming in terms of oral production as such. However, any achievement referring to the skill is very valuable especially in our context. To have students employing diverse strategies for facilitating or compensating speaking (Bygate, 1987) was something satisfactory because they hardly dared to speak at the beginning of the implementation. If we analyzed our pupils' initial conditions (weak background knowledge and negative attitudes toward speaking), changes ended up being more evident, since despite students' preventions and difficulties to perform orally, they participated in oral activities as well

as searched ways of making them understand. Speaking development took place according to our learners' characteristics. Thus, we had that for sixth graders of a public school with a poor English formation during primary stages, the oral performance level went from being low (90% of students) to basic (50%-60%). This was a considerable achievement which prepared the route for carrying out further good English learning processes with those pupils.

During the pedagogical intervention, some speaking resources became frequent in students oral production. Activities for developing that skill seemed attractive for pupils who wanted to carry out them. So, pupils searched for strategies in order to achieve the purpose of each task (describing physical appearance, talking about daily routines, reporting likes/dislikes) having as a result the use of facilitation and compensation devices (Bygate, 1987). In order to make easy their oral production, students employed fillers, pauses and hesitations, which gave them time to speak. Likewise, learners should compensate their "fails" when talking through the use of self-correction that help them to deal with time pressure. Students' need of reaching the different lessons' objectives generated the implementation of some achievement strategies (Bygate, 1987) like guessing and cooperation. The pronunciation process was also affected during pedagogical interventions, since pupils were aware of the important role this aspect plays in the communication of ideas in English.

All the above-mentioned "achievements or changes" were the outcome of well-prepared lessons complemented with a technological tool (tablet) that encourage students to participate in speaking activities and carry out them in the best way possible. Pupils liked English before the pedagogical interventions; however, they were not willing to participate because they felt insecurity and fear when performing orally. This situation could be countered due to the fact that students received good input in each lesson which made them understand the communicative

purpose of different activities and thus perform them meaningfully. Besides, the use of tablets gave learners that last impulse to work overcoming their affective filter. Then, a combination of clearly-explained language resources (input) and novel devices (tablets) created the conditions so that pupils started to speak which is the most important step in the development of this skill.

Pedagogical Implications

Considering, that nowadays technology is trendy and is taking great importance in the education field, this research study illustrates the most relevant aspects regarding the use of tablets in the classroom which aims at determining attitudes and speaking skill learning assumed by learners when working with them in the classroom. We want to highlight an aspect that is categorically important for us, the fact of seeing tablets or any material and resource in the classroom as a tool to support the teaching and learning process. Thus, we said previously that tablets are not the panacea to our or any learning problem in an EFL classroom. They mediate the process among teacher and learners.

In order to have successful lessons in the classroom, the most important elements are not the material resources; in fact, they do not work as we expected unless teacher had prepared the class taking into account students' needs, interests, learning styles and everything that frames the teaching and learning process. Therefore, a pedagogical implication in this study is to create suitable learning situations with the resources selected, in this case tablets which are very useful and technologically equipped. So, teacher can include this technological resource in the classroom taking advantage of its apps, for instance, audio and video recorder to practice speaking and online apps such as WhatsApp, Trillian or messenger to interact with other users

while practicing speaking without forgetting that it must be followed by a right instruction, guidance, follow-up and feedback given by teacher.

On the other hand, speaking skill learning is a process where the teacher, according to Bygate (1987), must be patient considering that second or foreign language learning is demanding. Student's effort to learn and use the language orally must be valued bearing in mind that language learning demands time and endeavor. In other words, learners go through different stages as they did it when acquired their native language. As English teachers, we should have clear that our pupils are trying to use a foreign language which implies to assimilate several aspects that even in their mother tongue were difficult to learn. Thus, it is normal and more than acceptable that students do not perform orally fulfilling well with all the speaking requirements or without making mistakes. The most important thing in our pupils' English learning process is that they can communicate using the foreign language. Our study showed students did it employing different resources or strategies as self-correction, pauses, cooperation and guessing, which represents advances in their learning process.

Another pedagogical implication of this research is the need of well-prepared input in order to give students the language elements they require to perform orally. We confirmed through the present study that pupils' affective filter is reduced when learners have clear ideas of what the class objective is and how they can achieve it. In this way, students gain confidence and dare to talk employing diverse resources or strategies. Appropriate input allows pupils to start their speaking process which represents a challenge for many English teachers, especially in public schools contexts. Taking into account these results, it would be advisable for further research to explore how the tablets can be used to give input in an attractive way to students so that they have a better performance when learning English.

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Appendixes

Appendix A

Sample of Informed Consent Letter for Parents

CONSENTIMIENTO INFORMADO PADRES O ACUDIENTES DE ESTUDIANTES

Institución Educativa: _____ Código DANE: _____ Municipio: _____

Yo_____ _____, yo_____ o yo_____, mayor de edad, [ ] madre, [ ] padre, [ ] acudiente o [ ] representante legal del estudiante _____ de _____ años de edad, he (hemos) sido informado(s) acerca del proyecto de investigación Changes in Terms of Attitude and Learning in Six Graders' Speaking Skill when Using Tablets in an EFL Classroom el cual se requiere para que el docente de mi hijo(a) realice la aplicación de la intervención pedagógica sobre el uso de las tablets en el aula de clase para el mejoramiento de las habilidades comunicativas. Luego de haber sido informado(s) sobre las condiciones de la participación de mi (nuestro) hijo(a), resuelto todas las inquietudes y comprendido en su totalidad la información sobre esta actividad, entiendo (entendemos) que: • La participación de mi (nuestro) hijo(a) en este proyecto o los resultados obtenidos por el docente no tendrán repercusiones o consecuencias en sus actividades escolares, evaluaciones o calificaciones en el curso. • La participación de mi (nuestro) hijo(a) no generará ningún gasto, ni recibiremos remuneración alguna por su participación. • No habrá ninguna sanción para mí (nuestro) hijo(a) en caso de que no autoricemos su participación. • La identidad de mi (nuestro) hijo(a) no será publicada y las imágenes y sonidos registrados durante la implementación se utilizarán únicamente para los propósitos de la investigación. Atendiendo a la normatividad vigente sobre consentimientos informados, y de forma consciente y voluntaria [ ] DOY (DAMOS) EL CONSENTIMIENTO [ ] NO DOY (DAMOS) EL CONSENTIMIENTO para la participación de mi (nuestro) hijo (a) en la implementación y práctica educativa del docente en las instalaciones de la Institución Educativa donde estudia.

 Lugar y Fecha: _____

FIRMA MADRE CC/CE: _____

FIRMA PADRE CC/CE: _____

FIRMA ACUDIENTE O REPRESENTANTE LEGAL CC/CE: _____

Appendix B

Survey Form Sample (needs analysis)

ENGLISH CLASS SURVEY

PROPOSITO: Identificar las percepciones que tienen los estudiantes con respecto a sus fortalezas y debilidades en el aprendizaje el inglés, al igual que sus intereses y expectativas frente a las clases de inglés. Marca con una X la respuesta que te satisfaga. (Puedes marcar varias opciones)

1. ¿Es importante para Ud. el inglés?
SI_____ NO_____

2. Aprender el idioma inglés le parece

Aburrido_____ Difícil _____ Fácil_____ Interesante _____

3. Considera que para aprender inglés es Ud.

Muy bueno_____ Bueno _____ Regular_____ Me cuesta trabajo_____

4. En su opinión, ¿En qué habilidad lingüística o componente encuentra mayor dificultad?

Hablar_____ Leer_____ Escribir_____ Escuchar_____

5. A usted le gustaría aprender Inglés a través de la implementación de:

Videos_____ canciones_____ juegos _____ tabletas o celulares _____

6. De qué manera le gustaría trabajar durante las clases de inglés:

Actividades individuales_____

Actividades para realizar en parejas_____

Actividades para trabajo en grupo_____

Actividades para realizar dentro del salón de clase____

Actividades para realizar en casa _____

Taken from: https://es.scribd.com/doc/48908895/Encuesta-a-estudiantes

Appendix C

Field Note Sample Form

FIELD NOTES
DATE: **SITE:** **ACTIVITY:** **PARTICIPANTS:** **LENGTH OF OBSERVATION:**
DESCRIPTION OF ACTIVITY:
REFLECTIONS:
FUTURE ACTION:

Appendix D

Transcription of Group Interview Sample form

SPEECH SAMPLE

Interviewer:_____
_____
_____

Interviewee:_____
_____
_____

Appendix E

Lesson Plan Sample

LESSON PLAN 1		
Teacher: Mayra Trujillo	Grade: 6th	Duration: 3 hours
Subject: Describing Physical appearance		
Standards:		
Objectives:	**Language Function:**	
PERFORMANCE INDICATORS		
Knowing	**Doing**	**Being**
Transversality: Citizen coexistence		
Presentation:		
Practice:		
Production:		
Evaluation:		
Materials required:		

Appendix F

Speaking rubric sample

Grade: 602   Date: 07/09/2016

Low = 1-2,9   Basic = 3-3,9   High = 4-4,5   4,6-5 = Superior

RUBRIC	DESCRIPTION	A S1	A S2	A S3	A S4	A S5	A S6	A S7	A S8	A S9	A S10
RANGE	Uses basic sentences patterns with memorized phrases, as she/ he is- her /his hair, skin is- eyes are. In order to communicate limited information about physical description										
ACCURACY	Uses these simple structures correctly, but still systematically makes basic mistakes.										
FLUENCY	Can make him/herself understood, even though pauses, false starts and reformulation are very evident.										
INTERACTION	it does not apply in this activity										
COHERENCE	Can link groups of words using the connector "and".										

Appendix G

Sample of Audio recordings transcript

Transcription
Physical appearance description
Student: S8
Hollie is tal (referring to tall) Che (referring to she) is thin, her skin is very fair (referring to fair) her jair (referring to hair) is shoulder length, strei (referring to straight) and yellow (blonde), her elles (referring to eyes) are black , her is beautiful