

ICT WORKSHOPS BASED ON CLIL TO IMPACT SPEAKING

ICT Workhops Based on CLIL to Impact Speaking

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Abstract

This qualitative action research study focuses on the analysis of the impact that three workshops based on CLIL had on two speaking micro skills: chunks of language and lexical units. The study was conducted in a public higher education college located in Bogotá with twenty students undertaking information technology degrees. The three workshops were made up of five lessons each which focused on all the language skills, but gave speaking skills priority throughout the lessons; the materials developed took into account the (SLA) principles and Content Language Integrated Learning (CLIL), including communicative activities. The data gathering instruments were field notes, audio recordings, an interview, and students' artifacts. The information gathered from the instruments was analyzed following the grounded theory approach and the color coding technique. The findings showed that the design and implementation of workshops based on communicative activities impacted, in a positive way, students' perception of materials. In addition to the use of the two speaking micro skills was impacted in a positive way as well. Students increased speaking time in class and promoted the learning and use of technological lexical units while incrementing interaction among students. Moreover, the use of learning strategies that were included in the materials allowed the students to become aware of their learning process and more autonomous.

Keywords: *materials development, workshops, speaking micro skills, communicative activities*

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Resumen

Este estudio de investigación-acción se enfoca en el análisis del impacto que tres talleres basados en CLIL tuvieron en dos micro habilidades de habla: fragmentos de lengua y unidades léxicas. El estudio fue conducido en una institución pública de educación superior ubicada en Bogotá con veinte estudiantes de carreras pertenecientes a tecnologías de la información. Los tres talleres fueron realizados con cinco lecciones cada uno, que trabajaron todas las habilidades de lenguaje dando prioridad a la habilidad de habla a lo largo de las lecciones; el material desarrollado tuvo en cuenta los principios de la adquisición de una segunda lengua (SLA, su acrónimo en inglés) y el aprendizaje integrado de lengua y contenido (CLIL, su acrónimo en inglés) incluyendo actividades comunicativas. Los instrumentos de recopilación de datos utilizados fueron notas de campo, grabaciones de audio, entrevista y artefactos de los estudiantes, la información obtenida con los instrumentos fue analizada siguiendo la teoría fundamentada y la técnica de codificación de color. Los hallazgos encontrados muestran que el diseño y la implementación de talleres basados en actividades comunicativas impactaron, de forma positiva, la percepción de los estudiantes sobre los materiales. Adicionalmente, el uso de dos micro habilidades de habla fue impactado de forma positiva. Los estudiantes incrementaron el tiempo de habla en clase y promoviendo el aprendizaje y uso de unidades léxicas tecnológicas a la vez que se incrementa la interacción entre estudiantes. Además, el uso de las estrategias de aprendizaje que fueron incluidas en los materiales permitió que los estudiantes se volvieran conscientes de su proceso de aprendizaje y más autónomos.

Palabras clave: desarrollo de materiales, talleres, micro habilidades de habla, actividades comunicativas.

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Description

This action research study aimed at exploring the impact of three workshops based on communicative activities on information technology students' speaking microskills. The type of study is an action research in which the Grounded Approach was used to conduct data analysis: the instruments used to collect data were students' artifacts, field notes, audio recordings and an interview. The theoretical constructs underpinning this study were materials development, speaking and communicative language teaching. The most relevant scholars consulted in the field of Materials Development were Núñez and Téllez (2009), Núñez, Téllez and Castellanos (2013), Tomlinson (2012). Regarding speaking, Thornbury (2005), Hughes (2011), Folse (2014). Concerning Communicative Language Teaching the following authors were consulted Brown (2007), Folse (2006), Harmer (2007). It can be concluded that, the design and implementation of materials impacted in a positive way students' speaking microskills and perception of materials.

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Content

This research study comprises five chapters. The first one states the research problem, the statement of the problem, the research question, the general and specific objectives, related studies, setting and rationale. The second chapter contains the literature review, and theoretical constructs. The third chapter addresses the methodological design, research design, methodological approach, type of study, data gathering instruments, instructional design, the pedagogical intervention, the methodological approach, and instructional stages. The fourth chapter focuses on the data analysis procedure, research categories and subcategories. The fifth chapter reveals the conclusions, pedagogical implications, limitations and questions for further research.

Methodology

The present study is based on the qualitative research approach because it deals with the essence and nature, observing without disturbing the natural flow of events in the classroom. In this regard scholars such as Merriam (1998) explain that qualitative research “helps us understand and explain the meaning of social phenomena with as little disruption of the natural setting as possible” (p.5). The type of study chosen was action research in which Burns (2010) argued that “action research (AR) can be a very valuable way to extend our teaching skills and gain more understanding of ourselves as teachers, our classrooms and our students” (p.1). The instructional design included a pedagogical intervention in which contextualized didactic material was designed, developed and implemented.

Data was collected by means of students’ artifacts, field notes, audio recordings and an interview. The goals for the study were to create a learning environment that engages students in active communication. Besides, to make students aware of speaking strategies that impacted two microskills and helped them learn and use vocabulary related to ICT contexts.

Conclusions

In relation to the research question, it can be concluded that the design and implementation of materials in the shape of three workshops based on communicative activities, impacted in a positive way and improved the development of two speaking microskills. As stated by Núñez et al (2009), educators have the knowledge that each student is unique and has unique needs, according to this students have different learning styles and needs and the materials developed took into account these needs to obtain a good level of acceptance by students. As a result, students became increasingly engaged in speaking as the materials proved to be good for scaffolding speaking and developing speaking microskills. Students increased their autonomy while speaking and the design of the materials impacted students in a positive way.

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Introduction

This research study is aimed at looking deeply into the process of design and implementation of workshops focusing on ICT contents, communicative activities and their impact on the English-speaking skills of Information Technology students at a national technical institution in Colombia, Servicio Nacional de Aprendizaje (SENA henceforth, for its acronym in Spanish). According to SENA's 2016 language guidelines, it is important for students to develop their speaking skills, as their learning outcomes are focused on that area. One of these outcomes states that students should be able to communicate in simple tasks that require a direct and simple exchange of technical information (my own translation). The second states that students should participate in basic speaking exchanges in different social situations relating to their daily lives and to their past life experiences (my own translation).

Through a needs analysis conducted, it was evident that the students had difficulties when it comes to participating in their speaking activities because they were not familiar with this kind of activities. They lacked the vocabulary and the tools to communicate in a proficient way. Through the use of teacher-designed materials, the study attempted to help students become more effective communicators in class. These materials were workshops that included communicative activities intended to help them express themselves in a more effective way and develop the appropriate speaking skills to be able to deliver presentations about their technology projects.

This document consists of five chapters. The first chapter includes the research problem, the statement of the problem, the related studies, the setting and rationale, the research question and the research objectives. The second chapter explores the main constructs that frame this study. The third chapter presents the methodological design that includes the research and

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instructional designs. The fourth chapter explains the data analysis and findings. Finally, the fifth chapter illustrates the conclusions and pedagogical implications.

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Chapter I

Research Problem

Statement of the Problem

Once students finish high school and enroll in higher education, their English learning process continues. Depending on the institution, learners' needs for language learning change or are addressed in a different way. At SENA's Center for Market Management, Logistics and Information technologies branch (my own translation), students continue their English language learning still facing many challenges. To determine the specific problems that my students had in my classes, I took notes of students' performance, proficiency and behaviors in my teachers' journal. While analyzing these notes it was evident, that my students did not easily follow the instructions for the speaking activities and that they did not always achieve the intended speaking outcomes of the lesson. I detected that my students only stuck to the conversation models provided and did not expand their speaking by asking follow-up questions or by using other kinds of strategies to express their opinions and ideas. As a second instrument, I also conducted a survey to understand their perception of their learning process (See Appendix A). Bearing these aspects in mind, it can be said that their speaking process was not natural, therefore not encouraging, as they could not express all the things they might have wanted to say. As a result, they spoke in Spanish while preparing and performing their speaking activities. With regard to these difficulties, it was my main goal to find a way to help my students improve speaking, not only by providing them with language lessons but also by giving them conversation strategies to help them become effective communicators. All of these along with meaningful and appealing teacher-designed materials. This kind of materials respond to the needs that current teaching

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contexts pose on English teachers to become critical thinkers (Richards, 1998) in their professional practice.

Research Question

How do the design and implementation of workshops based on communicative activities impact on two speaking micro skills of Information Technology students at SENA?

Research Objectives

General objective: To explore the impact of workshops based on communicative activities in English on Information Technology students' speaking micro skills.

Specific objectives: (a)) To assess the appropriateness and usefulness of the development and implementation of workshops to support the learning process; (b) to determine how the students' speaking micro skills (chunks of language and lexical units) are enhanced through the work with communicative activities; and (c) to appraise the contribution of communicative activities on the two speaking micro skills.

Related Studies

I hereby present the following six studies that relate to my research project, the contributions they make and their relevance. These studies deal with materials development, speaking skills, and communicative language teaching. It is worth mentioning that many sources were consulted without finding studies focused on these three constructs conducted at the college level. Consequently, some of the related studies hereby presented have taken place at the high school or primary school levels. Most of them were in Colombian settings and carried out by former Externado Master's degree students.

Toquica (2010) produced a case study about the design, implementation and validation of oral situations in multiple intelligences and the multidimensional approach, through oral

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situations in which three micro skills were worked such as chunks of language, specific communicative functions and fluency. The target population in which the study took place was ten business administration undergraduate students at a private university. The instruments used for data gathering were video transcriptions, field notes and group interview; and the instruments were analyzed under the color coding technique identifying categories and subcategories. The main findings were that students developed their speaking skills and the micro skills that were the target of the study through learning activities based on the models proposed by the researcher and materials developer: Another important finding was that students are more prone to improving their speaking skills when the contents of the materials allow students to express themselves about their own contexts. This study contributes to my study because the population samples are similar and also, for the researcher, the main focus was materials development to improve speaking micro skills.

Olave (2015) carried out an action research and qualitative research to describe the improvement of speaking skills through selected vocabulary and teacher built activities. The study was conducted in an undergraduate program at Universidad Jorge Tadeo Lozano with six intermediate English adult students. The data was collected by means of interviews, video recordings, field notes and artifacts. Through the analysis of the data gathered by these instruments, the author concluded that students should be encouraged to use communicative strategies to properly identify the requirements, accuracy and fluency sub skills with the aim of performing better at speaking. In addition, the author found the importance of the materials designed and how they impacted on their motivation and willingness to learn. Subsequently, all of these aspects played an important role in the improvement of the students' speaking skill through teacher built materials. This study contributes to my study in the sense that it shows how

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teacher built materials can motivate students in their learning and at the same time improve their speaking skills.

Cárdenas (2017) carried out a qualitative action research to explore the contribution of developing workshops based on project work on oral communication microskills. The study was conducted in a public school located in Bogotá with 24 eleventh graders. The data was collected by means of student's artifacts, teacher's field notes and video recordings. Through these means the researcher was able to identify problems and needs in communication microskills as well as how the cooperative learning approach allows implementation in large-size classes. Subsequently in the pedagogical intervention the researcher implemented materials including lessons with vocabulary and grammar, reading comprehension, listening, writing and speaking in which project work was included. Subsequently, the researcher found that students' attention was gained due to the way the material was designed and it also contributed to their academic support and communicative development by means of the learning strategies that were included. This study contributes to my study in the sense that it shows how can the implementation of workshops contributed to the development of communication microskills, which is relevant as in my study micro skills, material development more specifically workshops are also addressed. In addition, the instruments used to gather data and the population's age are closer to the ones in my study.

Duarte and Escobar (2008) in their action research study about the use of adapted materials and their impact on students' motivation highlighted the importance of the techniques in which materials are designed and adjusted to better fit students' needs and considered how the materials could make a positive impact on students' learning. The population in which the research was conducted was a group of 15 students from the program of English Intensive

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courses offered by Universidad Nacional de Colombia. The instrument used to identify students' needs and to analyze the students' opinion of the adapted materials was a questionnaire. The main finding was that students at the end of the implementation reported that their level of motivation increased due to the fact that the implemented materials were familiar and contextualized within their personal reality. This study contributes to my study in the sense that the designed materials have to address students' needs and also appeal to their likes. Similarly, for these materials to be successful, they have to take into account the particular needs of their undergraduate programs.

Durán (2016) explored the process of creating and implementing worksheets based on task-based approach to develop speaking skills. His study was based on the qualitative approach and was carried out with second semester students in a private university in Bogotá, the instruments used to gather data were students' artifacts, focus groups, and field notes. The study involved different phases that were a needs analysis, design and implementation of material. The type of analysis used was the one corresponding to the grounded approach. The researcher reported that the relevance of engaging students in their own language learning process by means of task based approach resulted as an innovative methodology to enhance students' speaking communication skills. Additionally the development and implementation of materials impacted students in a positive way. This study is relevant to mine because it has a similarity in the type of population, the development of materials and it addresses speaking as well.

In his research study, Ariza (2015) referred to students generated short films as a means to enhance speaking skills, and deal with the development and implementation of materials as a pedagogical strategy to enhance students speaking skills. The type of research conducted was a qualitative approach in the form of a case study. The instruments used for gathering information

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were surveys, field notes and videotape recordings. The study was conducted with a group of ten eight graders from a public school. The researcher used the grounded approach, color coding and triangulation to classify his data and find categories and subcategories. The findings revealed that the analysis of information obtained through research in class can help to design and adjust materials that will allow for the improvement of teaching practices. In addition, the materials allowed students to work on self-guided learning while integrating linguistic skills having as a goal oral communication. Through speaking skills practice supported by reading and writing, students could talk about their feelings and points of view. This study is pertinent to mine because it shows how teacher developed materials, that also include the use of other language skills such as reading and writing, can impact on speaking skills through communicative activities. Moreover, my study deals with teacher developed materials in the shape of workshops that work with all language skills with the aim of improving the participants' speaking skills. This study guides me through the materials development process and through how communicative activities can impact speaking in a positive way.

Kerby and Romine (2009) studied the development of oral presentation skills through a case study. The objective of this case study was to debate how motivation helps individuals to focus on their oral presentations, the curriculum design and course assessment method. The researchers conducted the study on undergraduate and graduate accounting programs in which the participants were the students. They were expected to organize their presentations and the means through which they were going to present them. At sophomore level, the presentations ranged from team and fact-based level, to team and individual level. At graduate level the presenters had to have, at the very least, a minimal level of interaction with the audience. The instrument used was video recordings to promote interrater reliability. In addition, faculty

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members submitted a report with assessment ratings to a committee that monitored data collection; they summarized the information and reported the findings. Their findings revealed that in the second oral presentation, shifting from an oral presentation to an individual presentation assisted students in making more effective presentations. This study is of importance for my study because both have some commonalities in terms of the population, due to the fact that it was conducted on undergraduate students that were required to have oral presentations. Also, the topics of the oral presentations are similar. Likewise, I am planning to conduct an analysis of its impact on students' speaking ability.

Setting

This study was conducted at Servicio Nacional de Aprendizaje (SENA hereafter) in the Center for Market Management, Logistics and Information Technologies branch (my own translation). At this branch I teach English classes within ICT programs. SENa is a public institution located in Chapinero (Bogota) that prepares students to join the country's workforce. The educational institution is in charge of investing in the social and technical development of the Colombian workers, so they can contribute in productive activities that will help the social, economical and technological development of the country. According to SENa's objectives for its English language program as found in Sena's archive documents, include, to be able to "understand [written and listening] texts in English" (p.26). Also, to be able to "produce text in English in a written and oral way" (p.28), (my own translation); alongside technical vocabulary connected to their specific fields of study. In the sixth semester students have to present the abstract of the technological projects developed during their studies, as well as an oral presentation of their projects- both have to be in English. Additionally, students have to get familiar with technical vocabulary in English according to their field of study, in this particular

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case vocabulary for information and communication technologies. The English classes are held once a week for a timeframe of four academic hours.

Rationale

With this project, I wanted to explore the field of materials development, especially the creation of workshops that can help my students with their speaking micro skills. I expected this implementation to improve students' speaking performance on two specific micro skills, so they would be able to communicate in a more effective way in class.

I considered that this research study would contribute to the local or national EFL community because it explored the way in which workshops based on communicative activities and presentation skills would impact on the students' speaking performance, and also how this could be done through dynamic and appealing materials to address students' needs while being motivating and engaging. It contributes to the development of materials for English for specific purposes (ESP hereafter) as stated by Núñez, Téllez and Castellanos (2013) "adopted principles favoured the development of contextualised materials, adjusted to the learning needs of the students" (p. 2) Taking into account these leading principles, my study contributes to the research line of Materials Development and Didactics subscribed to the research group: Critical pedagogy and didactics for social transformation. In particular, the current study deals with the principle of "justice, equity and inclusion" (p. 6) as outlined in the document of this research line. The development of this study and the didactic materials were innovative for the teaching and learning of ESP by making this type of vocabulary and knowledge available and accessible for students during their English classes. This attempted to positively impact students academically and also help them in their integration into the workforce. Additionally, it contributed to the research on language didactics in Colombia especially to the line on the development of didactic

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materials; this study will provide information and insights on the development of materials for specific purposes using CLIL. Besides, it will also contribute to the development of materials for English learning in the ICT sector.

Chapter II

Literature Review

The following chapter includes the theoretical constructs underpinning the main three theoretical constructs that are the backbone for this study. They are materials development, speaking and communicative language teaching.

Materials Development

Materials Development (MD hereafter) is the first theoretical construct in this study since the focus is the development and implementation of workshops created by the teacher researcher, having the goal of improving two speaking micro skills through communicative activities.

To begin with, teachers are not only there just to give a set of instructions or commands, or treat all the courses in a similar manner; teachers are also observers not only of students' behaviors but also of students' learning process. As a result, in the teaching practices it is important to consider the place that materials development has.

Materials as a field of study can support teaching in a valuable way. Tomlinson (1998) defined materials as "anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake" (p. 2) In this definition the development of materials goes beyond the teacher including other authors such as the learners and how learners that can also have a role in the development of materials. Similarly, for Tomlinson (2012) "Materials development refers to all processes made use of by practitioners who produce and/or use materials for language learning, including materials evaluation, their adaptation, design, production, exploitation and research" (p. 144). As stated by the author, MD deals with all the processes involved in the development and implementation of materials and their assessment since not all the materials work the same with

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different kinds of population. Therefore, it is important to adapt existing materials to suit specific needs. On the other hand, where there is no material to be worked with in a specific context, it is important to design and produce teacher designed materials.

Since language teachers know their students' needs and learning outcomes, the teacher is the one who has to evaluate and determine if the materials used in class are the right ones for his/her students, as pointed out by Núñez and Téllez (2009) who asserted that they should apply "their valuable knowledge and experience as regards English learners' needs, particularly in the case of English for speakers of other languages" (p. 172). Given the fact that teachers are also observers, the need for assessing materials used in class should be addressed, whether or not teachers have a textbook and a defined syllabus and their development is compulsory, or if teachers have to start from scratch with both a syllabus and materials design. It is necessary to reflect on whether the materials used in class are good for addressing students' needs. According to Núñez and Téllez (2009), "Teachers should devote plenty of time to the demanding task of constructing, and reconstructing their daily pedagogical practice as a means of facing decision making, improving their teaching performance, innovating their classes and, so, developing professionally" (p.173). Taking this into account, we as teachers have to build and change our daily practices, transforming the current realities according to the specific needs of the population we are working with and this includes making decisions and aiming at innovating to give the best in our professional performance.

The affective factor should also be considered when designing materials to be used with students. When students feel that their needs have been taken into consideration and that new materials have been designed for them, they feel valued and motivated. As Núñez et al. (2009), pointed out, "the valuable element of enjoyment in our practices and in material being produced

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for our students, which results in having students motivated and engaged” (p.173). Besides, materials designed for a particular class can be more effective than a textbook due to the fact that they address the specific needs of the students and can also be adapted to their learning styles and likes.

In addition to this, in the process of material development there is a process of constant reflection and evaluation, it is a process that is done both by teachers and learners. Students can offer a good insight in the materials that are being used in a course and their opinion and assessment of materials are relevant to the teacher and material developer. In the same line of thought, Núñez et al. (2009) stated:

The process of materials development implies both reflection and motivation. On the other hand, teachers’ reflection upon their teaching practice, the goals achieved concerning the way they teach, and the way students succeed in learning a language are fundamental bases to start developing their own materials. (p. 15)

Taking into consideration what was stated above; material development implies a prior process of assessment and reflection of the events that take place in a learning setting to establish the foundations of the materials to be developed. It also suggests to have guidelines or structure for its development. More precisely, in Núñez, Téllez and Castellanos’ words (2013), “Materials Development, as a field of study, demands a scientific methodology that allows validating the efficiency, appropriateness and relevance of materials within the context of learning a language” (p. 10). As stated by the authors, the field of MD require a judicious approach in terms of methodology to highlight the real impact that materials have in given contexts. All of these processes have as a main focus the students’ needs and the learning objectives and outcomes to improve teaching practices. Masuhara (2011) affirmed that materials should be “designed to

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satisfy learners' needs and interests" (p. 239) which clearly states the main purpose of material development, taking this important aspect in mind will help teachers interested in the field of material development succeed. This process also produces great amount of information that can be used for teacher research while evaluating needs, designing, implementing, gathering data and concluding pedagogical implications of the materials designed and implemented.

Definitions of materials. A language teacher is an inherent material developer, whether adapting, evaluating or creating materials, the teaching and learning of languages imply a close relation to the field of MD. Taking into account this perspective, several authors defined materials, Tomlinson (2013) defined that materials are "anything which is used by teachers or learners to facilitate the learning of a language" (p. 2) In this regard, materials are an important tool that are present in both teaching and learning of languages. They help language educators to fulfill learning objectives and to evaluate needs and incorporate or design the best materials to suit specific learning needs. When teaching, language teachers become aware of the learning needs of their students, sometimes through the careful analysis of the events happening in the classrooms, sometimes just by observing behaviours and learning outcomes. In this regard, it is worth mentioning that researchers such as Núñez, Pineda and Téllez (2004) stated that, "through everyday experience, we become aware of our immediate realities. Such consciousness allows us to become sensitive to the needs of our students and to examine if the materials employed are helping them to achieve their particular language objectives" (p. 129). Bearing these aspects in mind, teachers are natural materials developers through the experience in their daily professional practices.

Furthermore, materials development is one of the main building pillars of this study, for this reason it is important to highlight the contributions that different scholars have made in this

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field. One of these important contributions is made by Tomlinson (2013) who defined materials development as “anything which is used by teachers or learners to facilitate the learning of a language” (p. 2) This definition emphasizes the importance of teachers as materials creators, searching through different sources and types of materials to create or use the best materials available to help the learning process of the students.

Typology of materials. It is important to define the different types of materials so educators can identify which ones suit their specific teaching needs and the learning needs of their academic communities. There are different types of materials that can be developed such as “a book, a module, a didactic unit, a workshop, a worksheet, a lesson, or a learning task” (Núñez & Téllez, 2015, p. 57). Since the present study focuses in the design of workshops that include all language skills but given importance to speaking microskills, it is necessary to take a look at the insights offered by different MD authors. In this regard, Tomlinson (2001) asserted that materials “can be linguistic, visual, auditory or kinaesthetic and they can be presented in print, through live performance or display, or on cassette, CD-ROM, DVD or the internet” (as cited in Tomlinson, 2013, p. 2) All of the aspects above are important to be considered when starting to design materials. Therefore, deciding on the type of materials that better suit the academic context and language needs of the students can guarantee a successful experience as a material developer.

Since each classroom setting is different even in the same academic institutions, a standardized set of materials cannot guarantee that all the specific learning needs are addressed. Taking this into account, teacher developed materials have a high importance since they know first hand all their needs of their students and are the ones responsible for making changes that contribute to the achievement of positive teaching outcomes. In light of this, Ur (1996) draws attention to “Teacher-made materials are arguably the best there are: relevant and personalized,

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answering the needs of the learners in a way no other materials can” (p. 192). In addition, another scholar stated the importance of materials as part of successful learning since “EFL Teachers see materials as a very important component in effective teaching” (González, 2006, p. 111). By the same token, materials that are developed by teachers respond to the specific needs as stated by Núñez et al. (2017) “teacher-developed materials fit into the category of contextualized materials that are context-bound since they are responsive to local needs” (p. 34). One of the main objectives of this study is to design and implement workshops that contain activities in all language skills emphasizing in two speaking microskills.

Authentic and non-authentic materials. Regarding the types of materials, we can also find two distinct types of materials, which are authentic and non-authentic materials. For starters, authentic materials are defined as exposure to natural language close in relation to native speakers. In this regard, Dastgoshadeh and Jalilzadeh (2011) argued that “it presents learners with language exposure similar to that enjoyed by native speakers, including all the characteristics of natural language which may be necessary for the learner properly to interpret texts” (p. 84). In the same line of thought, Gilmore suggested that “an authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort” (p. 4). According to the authors authentic materials are not specifically produced or designed bearing in mind teaching purposes. In fact, authentic materials are closely related to language that can be found in art, poems, songs etc as asserted by Montijano (2014) who affirmed that “authentic materials are those not produced specifically for language teaching purposes. Real poems, menus, songs, or, say advertisements are just a few examples” (p. 281). These types of materials can also be used and included in language teaching contexts since they will expose learners to language produced in different contexts.

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Conversely, unauthentic materials are the ones that have been produced while having in mind teaching purposes, specific goals and needs. In this regard, Núñez and Téllez (2009) declared that this type of materials can take several forms such as “a learning-teaching exercise, a task, an activity, a lesson, a unit or a module composed by one or two units” (p. 175).

Additionally, Tomlinson (2012), defined unauthentic materials as “coursebooks, videos, graded readers, flash cards, games, websites, and mobile phone interactions” (p. 143). Developing unauthentic materials can let the teacher developer foster the creativity and imagination as part of the process of content creation and acquire a great deal of knowledge about new different topics. In regard to this, Núñez, Téllez, Castellanos and Ramos (2009) asserted that:

It is like embarking upon a fascinating task that allows your imagination to fly and go far beyond your capabilities. It could also be living an enjoyable and rewarding experience that implies careful thought, fondness, inspiration, originality and the occasion for you and your students to develop both personally and professionally. (p. 17)

The following study addresses the development of contextualized workshops that fall into the category of non- authentic materials.

The evaluation of the developed materials is an important step to guarantee that these resources reach the outcomes established at the beginning of their design and later implementation. This aspect is relevant to the study because it can help to assess the effectiveness of the material created, as well as its pedagogical implication and the impact it had in the students' two speaking microskills. As stated by Littlejohn (1998) “one of the principal problems in their use is that they usually involve making general, impressionistic judgments on the materials, rather than examining in depth what the materials contain” (p.181). The evaluation of materials also helps to introduce changes that will lead to improvement. This is done by obtaining

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students' feedback and also by analyzing the results obtained from the materials' evaluation. This research relates to this study because the in-depth analysis of the contents and evaluation will aim to improve the practice of developing materials for English teaching in future research projects.

Regarding this study, speaking skills and more specifically two speaking micro skills are the ones that will be impacted on after the implementation of workshops based on communicative activities, as it can be seen in the next section.

Speaking

Speaking, as well as the other language skills, is a very important part of an English lesson. When learning a foreign language, communicating is key, but sometimes it is not taken into account or given importance. According to Thornbury (2005), "Speaking is so much a part of daily life we take it for granted" (p. 1). This is sometimes the case in EFL classrooms where the instruction and learning is reduced to just filling out grammar exercises or pages in a book without giving too much importance to speaking practice. On the other hand, Hughes (2011) pointed out that, "When the spoken language is the focus of classroom activity there are often other aims which the teacher might have" (p. 6). Considering this, speaking is not an isolated activity in the lesson, and is not disconnected from the main lesson aim; speaking can be linked to other lesson goals such as the practice of communicative activities and real-life tasks, besides giving students the opportunity to practice and reinforce other aspects of language.

Regarding these tasks, Hughes (2011) asserted that:

A task may be carried out to help the students gain awareness of, or to practice, some aspect of linguistic knowledge (whether a grammatical rule, or application of a phonemic regularity to which they have been introduced), or to develop productive skills (for example rhythm, intonation or vowel-to vowel linking), or to raise awareness of some

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socio- linguistic or pragmatic point (for instance how to interrupt politely, respond to a compliment appropriately, or show that one has understood). (p.6)

Accordingly, speaking activities have different objectives that can be achieved; and their outcomes can address learning different purposes. This makes speaking a very broad aspect which can be combined with other language skills such as listening, writing and reading. There are three main aspects in conversation activities, which offer variety. Folse (2014) stated that “the fact that conversation can focus on such vastly different aspects as fluency or grammar or listening ability is a clear indication of the broad scope it encompasses” (p.5) For this reason, speaking activities are not isolated from the rest of the activities that deal with different language skills. The speaking activities that are designed and carried out along the units and activities are a way to guarantee that activities targeting other skills have reached their outcomes, as all language skills are interconnected.

Speaking skills. When referring to speaking skills there is undoubtedly a connection to listening skills, since these two language skills are connected and one supports the other in the communication process. While having commonalities these skills are not particularly the same as mentioned by Brown (2007) who affirmed that “because of major cognitive and physical differences between listening and speaking, some noticeable alterations have been made” (p.327). The previously mentioned statement referred to the forms and functions of the language. In a class where speaking is the most important skill to be addresses, speaking is not seen as a whole but rather speaking is analyzed in its smaller components, Brown (2007) explained that, “In teaching oral communication, we don’t limit students’ attention to the whole picture, even though that whole picture is important. We also help students to see the pieces right down to the smaller pieces” (p.327). Speaking performance has categories that, ideally, have to be evident in students’

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oral production in the communicative activities carried out in class. These categories are mentioned in Brown (2007) as follows: “a) Imitative; b) Intensive; c) Responsive; d) Transactional (dialogue); e) Interpersonal (dialogue); f) Extensive (monologue)” (p.330).

The main goal of these performance categories is to go from the smaller components to a wider speaking performance, going from linguistic aspects such as pronunciation features to a more extended form of speaking such as the ones that can be analyzed in an oral report or in presentations and summaries.

Speaking also contains principles that involve macro and micro skills, and these principles should be included whenever teaching speaking to students. Brown (2007) reports seven principles. The first one refers to a “focus on both fluency and accuracy, depending on your objective” (p.331). This principle highlights the importance of having a language-based goal, so students will be provided with opportunities to practice the target language, but at the same time this practice has to be fun and motivating; not just the repetition of a grammar drill that would end up not being that meaningful for students. I consider that it is important to let students use strategies to personalize these practices with information that is significant for students, such as letting them talk about themselves, the things they know, their ideas, likes, dislikes, perceptions and so on. This will be part of the materials designed for them.

The second principle, according to Brown (2007), refers to offering “intrinsically motivating techniques” (p.331). This principle explains that to capture students’ interests, it is important to show students how this practice will benefit their learning process; this was reflected in the workshops through the use of speaking learning strategies that guided each of the activities. The third principle is: “Encourage the use of authentic language in meaningful contexts” (p.331). This principle addresses the need for providing students with creative activities that are connected

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to the language aspects studied in class and also to their realities; this principle will be reflected in the contents they found in the materials in which speaking was promoted through contents that were meaningful to them.

The fourth principle is to, “Provide appropriate feedback and correction” In essence, in the EFL classroom, similarly to the one that is the object of study in this research, students rely on feedback from their teacher, so it is important to provide students with opportunities to self-assess, peer-assess and also obtain feedback from their teacher, as it will be very unlikely but not impossible to get feedback from outside the classroom, due to the fact that opportunities for practicing English outside the classroom are scarce; this was seen in the materials in a self-assessment format in which students could reflect on several aspects, speaking being one of them.

The fifth one suggests that it is important to, “Capitalize on the natural link between speaking and listening” (p.331). In general terms this principle suggests for teachers to take advantage of every opportunity to connect listening with speaking as their goals might coincide and these skills can be connected together to reach similar outcomes; this was incorporated in the workshops units as each unit provided opportunities for speaking practice. The sixth principle declares that it is key to, “Give students opportunities to initiate oral communication” (p.133). In this regard, it is pretty common in the English as a foreign language classroom setting, to always have the teacher in a role of power over the students. On this point, speaking also has this resemblance of power, for instance, whenever teachers signal the start of interaction in the class. Contrary to this belief, Brown proposes to train students to take the initiative to also start an interaction, as this is the essence of the communication competence. Students should be trained to initiate conversations and express their opinions in the target language; this principle will be integrated by means of including activities in which they have to express their opinion and

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opportunities for them to initiate communication were included throughout the units in the workshops. Finally, the seventh principle asserts that it is essential to “Encourage the development of speaking strategies” In sum, this principle deals with the need for training students since the beginning in the use of strategies to convey meaning, ask for clarification, and so on; this was seen in the materials, as speaking strategies were provided.

Speaking micro skills. Speaking skills involve both macro and micro skills, and Brown (2007) listed 10 speaking micro skills. Bearing in mind the population needs, two of these speaking micro skills will be taken into account for the design and implementation of the workshops. The skills that I am going to focus on this study are number: “1) Produce chunks of language of different lengths; and 5) Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes” (p.328). These speaking micro skills are more related to language production, and to an adequate use of words that were given importance throughout the design and implementation of the workshops’ communicative activities. The reason for selecting these specific micro skills was to enhance speaking in different communicative situations and to train students on the effective use of speaking strategies so their speaking skill becomes more natural by means of achieving good results in the two specific micro skills. That is to say, to work on conversation strategies that would let them self-correct, give them time to think, express their opinion etc. Additionally, to incorporate the use of a good range of vocabulary according to the topics that were developed in the workshops, so they could express themselves according to the context in which the communicative activities and oral presentations took place.

Communicative Language Teaching

Speaking in the EFL classroom is not just about students practicing a conversation model of the language features that are being studied in a particular class, it goes beyond that. It is

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important to know what to do towards making speaking practice meaningful and not just limited to one class or one English course. Certainly, as Brown (2007) pointed out, “We are concerned with how to facilitate lifelong language learning among our students, and not just with the immediate classroom task” (p.46). The contents and language practice were not limited just to the language in-class setting because it was part of their professional fields, as the contents taught related to their professional lives.

Some of the communicative language teaching features that are relevant to this study, are presented in the communicative approach defined by Finocchiaro & Brumfit (1983), as follows “Dialogues, if used, center around communicative functions and are not normally memorized. Language learning is learning to communicate; attempts to communicate are encouraged from the very beginning. Fluency and acceptable language are the primary goals” (as cited in Brown, 2007, p.49). Pondering on these features the design of communicative activities and oral presentation took into account the communicative approach.

Communicative activities. When communicative activities are planned for EFL classes, it is important to take into account several aspects. The first one is that not everything works for everybody, that is to say, that all the materials available like photocopiable worksheets and games, are not appropriate for all classroom settings, even if the teacher has different classes and students on the same level, it does not mean that the activities that are successful in one classroom are going to work for all the other classes in the same way. In line with this, Folse (2006) stated that “you should certainly use these resources as you attempt to find activities that match your students’ needs” (p. 110). Another aspect that needs to be taken into account is the age of the students and learning styles. This way, communicative activities can be designed or adapted.

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Folse (2006) designed a list of twenty successful communicative activities that have proven to be efficient in different classroom settings. These activities are the following:

1) find someone who; 2) find the differences; 3) drawing a picture; 4) information gap: simple completion; 5) information gap: group problem solving; 6) ranking; 7) true or false; 8) auction; 9) if you were the judge (real court cases); 10) liar; 11) pair talking (minimal pairs and difficult sounds); 12) communication crossword puzzles; 13) twenty questions; 14) solve the mystery: finish the story; 15) role plays (pairs); 16) flexible odd-person out (groups of three); 17) English language question task cards; 18) battle: find it first; 19) tell it three times; 20) strip story. (p. 181)

On the other hand, there are other kinds of activities suggested by Harmer (2007). These activities are not only aimed at practicing speaking just with the purpose of practicing it, but are also aimed at improving speaking. To implement these communicative activities three aspects need to be taken into account. The first aspect is the rehearsal by practicing activities similar to real life situations, the second is communicative activities in which students activate previous knowledge, not only the language and vocabulary studied in a specific lesson, but students are provided with opportunities to practice what has been learnt. Finally, the third aspect deals with activating what has been stored in students' brains having as a main goal helping students to become autonomous users. According to Harmer (2007), the activities that will accomplish the aforementioned criteria are the following, "Speaking sequences: photographic competition, role-play, the portrait interview, information-gap activities, telling stories, favorite objects, meeting and greeting, surveys, famous people, balloon debate, moral dilemmas and students presentations" (p.131). Activities in which students will rehearse, practice and activate previous

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knowledge will be provided taking into account their specific needs in terms of technology topics and speaking practice.

Chapter III

Methodological Design

This chapter presents the most important aspects that are taken into account in the research design and the instructional design.

Research Design

The research design presents information about the research approach, the type of study, the participants and the instruments used for data gathering.

Approach. The central objective of this study is to impact on two speaking micro skills through the implementation of materials. The research approach selected to be used is the qualitative approach. One of the main reasons is that this approach works within the frame of essence and nature, observing but not altering the natural processes that are involved during classes. In this regard Merriam (1998) explained that qualitative research “helps us understand and explain the meaning of social phenomena with as little disruption of the natural setting as possible” (p.5).

In this sense, the qualitative approach will help examine the stages of the implementation in detail, going from specific to general, analyzing parts to determine the impact of the entire process. In this regard, Merriam (1998) affirmed that “qualitative research can reveal how all the parts work together to form a whole” (p.6). Another important reason for selecting this approach is related to the setting in which this study is going to take place which is the English language classroom. In this context the teacher-researcher is an active participant that will be able to collect data, observe behavior and implement the intervention.

Type of study. The type of study that was chosen to conduct this study is action research. Burns (2010) argued that “action research (AR) can be a very valuable way to extend our

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teaching skills and gain more understanding of ourselves as teachers, our classrooms and our students” (p.1). Taking this into account, the teacher is an active participant in the research process, assessing their own practice and determining the needs and the materials needed to address students’ specific needs and also the ways in which teaching practices can be improved. The action research cycle includes four main steps that are cyclical and continue spiraling until outcomes are achieved. These steps are the following: a) planning, in which the needs are identified and an action plan is stated - at this stage the type of research is selected and the possible obstacles that may arise are identified; b) action- the plan originally designed is cautiously conducted, leaving room for further change and a new required implementation; c) observation - in this phase supervision through observation takes place, gathering data from the intervention through data collection instruments; d) reflection - in this final stage, reflection is carried out and the effects of the planning stage are assessed. At this point it can be determined if the results are the ones expected or if it is necessary to implement another cycle to improve the final outcome (Burns, 2010).

This cycle stages were be implemented during my intervention. First, a needs analysis was conducted through direct observation, a teacher’s journal and survey (see Appendix C) was given to the students to identify students’ perception towards their difficulties. The pedagogical intervention was carried out through specialized didactic materials in the shape of three workshops that were implemented in the English classes at SENA. During the observation phase, instruments for data gathering were applied and finally, the results were drawn for the whole process.

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Participants.

Students. The main participants of this study are 20 students belonging to the teleinformatica programs at SENA. Their ages range from 17 to 25. Their English levels vary, ranging from the Common European Framework of Reference's levels - A1 to B1. Students' English level is A1, A2, and they study English since the first trimester of their education programs. One of their strengths is that they are good at reading texts in English and their weakness is speaking. The socioeconomical status of the students is from 1 to 3 in social stratification.

Teacher-researcher and text developer. Another significant participant is the teacher that has different roles in this study; the primary role is the one as a language teacher, also as a text developer and as a researcher all of these three roles are connected and interrelated. The teacher will design and implement materials in the shape of ICT workshops. She will be teaching and guiding students during their process and at the same time will be gathering data through data collecting instruments.

Data gathering instruments. As a teacher researcher and an active participant of the study to be conducted, the data collection instruments that were implemented aimed not to interfere in students' natural process of class interaction and construction of knowledge. These instruments were used to collect evidence of the impact of the intervention on students' performance with the two speaking micro skills during the implementation of the intervention. The instruments that I selected to be used to gather data were artifacts, field notes, audio recordings and interviews. During the design process, lessons from the first workshop were piloted with a group with similar characteristics to the participants in the study to identify aspects to be improved.

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Artifacts. As Burns (2010) stated, “Classrooms are full of all kinds of written documents” (p.91) and artifacts are one of these kinds of documents that help a teacher researcher to gather data. In the particular context of this study the materials developed by the teacher researcher and implemented were considered the main students’ artifact as this allowed for the observation process and results that are a consistent source of data.

Field notes. Events happening in the classroom need to be recorded, field notes are one of the instruments that were used to help this process. This recording of information is defined by Burns (2010) as “descriptions and accounts of what happened in the classroom, including – depending what you are focusing on- the physical layout, verbal and non-verbal information, the structure of groups, or the sequences of activities and tasks” (p.67). Field notes are taken by the teacher throughout the research project’s implementation, in which comments, descriptions of observed activities during class time events and students’ behaviors and reactions are registered for further analysis. As defined by Burns (2010) these are, “Brief notes or recorded comments made by the teacher while the class is in progress” (p.57). This instrument (See Appendix B) was used in this study during the implementation to keep track of events that happened and observed during the class, to be analyzed later on.

Audio recordings. This is an instrument that allows collecting data in a more detailed way. Audio recordings can help gather information regarding the speaking performance of the students. Burns (1999) describes it as “a technique for capturing in detail naturalistic interactions and verbatim utterances” (p.94). Taking this into account, spoken materials from students, were collected through audio recordings in which students were faced with communicative situations that took place in the classroom setting, these interaction moments were gathered, by the teacher researcher during the implementation of the materials developed, to have a record and track the

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process, and as way to analyze the impact of contextualized material in students' speaking micro skills. The aforementioned were possible by means of these data gathering instruments as we can see in Burns (1999), "they are, thus, very valuable sources of accurate information on patterns of interactional behavior which may not be obvious during the actual teaching process" (p.94).

Interviews. This data collection instrument is also going to be used to collect information during the implementation. As defined by Burns (1999) interviews are "face-to-face personal interactions which generate data about the research issue and allow specific issues to be discussed from other people's perspectives" (p.117). By means of this instrument and in particular focus groups interviews (See Appendix C) more data was collected to know students' feedback and opinions regarding the materials implemented and also how they evaluated their improvement in the two speaking micro skills addressed by this study. This instrument offered valuable input for the data collection process.

Instructional Design

In this section I present the components of the instructional design: the pedagogical intervention, main instructional objective and specific objectives. I also state the innovation of the intervention to be implemented, the theory of language and language learning that suits the needs of the implementation, and the methodological method and approach that is interweaved into the pedagogical strategy. I finally describe the relation between the instructional design and the research inquiry; and the instructional phases in the implementation. According to Smith and Ragan (1999) instructional design is "the systematic and reflective process of translating principles of learning and instruction into plans for instructional materials, activities, information resources and evaluation" (p. 2). Bearing this in mind, this instructional design took into account

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different principles of second language learning (SLA) and CLIL that are relevant to achieve the goals stated in this intervention.

Pedagogical intervention. The pedagogical intervention for this study is the design and implementation of contextualized didactic materials in the shape of three workshops with five lessons each, for a total of fifteen lessons based on ICT topics and communicative activities that aimed at enhancing the speaking skills of Information Technology students. The workshops contain activities to practice all four language skills, in addition to a lesson for vocabulary and grammar in context. Each workshop involved students in activities that would provide speaking practice and exposure to content related to their field of study. Furthermore, students would learn and be aware of the learning strategies required to help them succeed through the activities and be able to self-assess their progress throughout the workshops.

Taking the aforementioned aspects into account, this research study has as a main purpose the development of workshops to be used in class in a specific context with Information Technology students and also explores their impact on speaking micro skills.

When designing materials to address the needs of a determined setting and population, there are some principles that need to be taken into account. These principles are related to the Second Language Acquisition (SLA) principles formulated by Tomlinson (as paraphrased in Núñez et al., 2009). These principles are relevant to the materials development framework chosen. In relation to these principles, the ones I have chosen are the following:

- a) attain impact by means of original materials, with a nice presentation and contents that appeal to students' likes;
- b) materials designed are considered practical, meaningful and important by the students;
- c) grant communicative possibilities by using the target language;
- d) trigger use of left and right sides of the brain by means of

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activities that foster aesthetic, emotional and intellectual engagement; and e) foster students' self-investment. (Núñez et al., 2009 p. 43)

These SLA principles were reflected in the materials designed because the workshops were new and original for students; also, the layout and colors used made them more appealing to students. They were also important for students because they could find topics and contents related to their field of study and technological aspects that appealed to their interests.

Closely related to the self-investment principle defined above, Learning strategies were implemented in each workshop; the frequency was determined by the skill they were working on and also by the type of activity. Regarding the work with learning strategies Chamot, Barnhardt, El-Dinary, and Robbins (1999) asserted that "implementing strategies requires planning and preparation by teachers and students" (p.52). Taking this into account, students need to fully understand what the strategy is about and how this will help them perform better in the activities.

The steps for learning strategies instruction are the following: a) preparation, in which students are prepared for the strategy by means of them reflecting on their learning and raising awareness, establishing goals and assessing their skills at the beginning of the implementation of the workshops; b) presentation - in this step students are exposed to the learning strategies, by means of teacher modeling of strategies and also presentation emphasizing on the importance and the impact the strategy will have on their learning; c) practice- in this step students are involved in strategic learning, that is to say they will be encouraged to practice the strategies on their own through the activities proposed in the workshops; d) evaluation - in this step students self-assess their use of the strategies and their effectiveness through reflection, that will include speaking practice about the strategies used; e) expansion - in this final step students will reflect on the best strategies that can help them succeed in a determined activity (Chamot et al., 1999). A strategy

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was presented by the teacher, but also students came up with extra strategies that can help them in a particular exercise. These learning strategies covered all four language skills and were included in every workshop.

Offering communicative opportunities to students is one of the guiding principles of this pedagogical intervention, for this reason the workshops were structured around communicative activities whose main purpose is to foster communication by giving students the tools to speak about different topics. Regarding the communicative activities, the ones that were designed and applied in the workshops follow the guidelines of the twenty successful activities stated by Folse (2006) which are listed as follows:

a) find someone who (p. 112); b) find the differences (p. 115); c) drawing a picture (p. 118); d) information gap: simple completion (p. 122); e) information gap: group problem solving (p. 126); f) ranking (p. 131); g) true or false (p. 134); h) auction (p. 137); i) if you were the judge (p. 141); j) liar: groups of four (p. 147); k) pair talking: minimal pairs and difficult sounds (p. 151); l) communication crossword puzzles (p. 155); m) twenty questions: pairs, small groups, or whole class (p. 159); n) solve the mystery: finish the story (p. 162); o) role plays in pairs (p. 165); p) flexible odd person out groups of three (p. 168). (Folse, 2006)

These speaking activities were interwoven throughout the workshops, giving students the opportunity to practice speaking, learning from others and also using learning strategies.

Moreover, the activities included in the workshops allowed students to have communicative practice more directed at fostering speaking. Subsequently, the activities addressed left and right brain stimulation through a variety of activities that engaged students in creative activities that

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involved art and visual activities and also included grammar exercises and activities related to technology topics.

Instructional objectives. The main objective of the pedagogical intervention is to design and implement three workshops on ICT topics and communicative activities to enhance speaking skills of information technology students.

Specific objectives: (a) To create a learning environment that engages students in active communication; (b) to make students aware of the speaking strategies that will improve two specific speaking micro skills, produce chunks of language of different lengths; use an adequate number of lexical units (words) to accomplish pragmatic purposes - the aforementioned are related to language production, and adequate use of words; (c) to aid students' learning and activate the use of vocabulary in English for specific purposes in ICT, and (d) to organize and structure workshops based on communicative activities.

Intervention as innovation. Innovation is a term that we as teachers encounter almost daily in our teaching practices. Nowadays, new materials and methodologies can be found in which the words innovative and innovation appear. Innovation implies changing established concepts or traditional settings in the teaching and learning process. With regard to this, Markee (2001) asserts that "teachers may at times also be regarded as adopters; furthermore, in some cultures, they may take on the roles of change agents and suppliers" (p. 119). This leads us to say that, teachers are agents of innovation in the classroom and in their own teaching practices, teachers modify practices according to the needs of their students and educational context, reinforcing the role of the teacher as an agent of innovation. In other words, teachers design, adapt and improve materials to better suit specific needs in a particular classroom setting. In this regard, Núñez, Pineda and Téllez (2004) affirmed that "teachers as innovative professionals, have

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the potential to explore their creativity by designing materials for their classes” (p. 130). Teachers not only develop or work or with materials, but they also have the opportunity to use their creativity and expand their knowledge as mentioned by the authors. Similarly, Núñez, Téllez, Castellanos, and Ramos (2009) declared that “most EFL/ESL teachers are creative professionals who have the potential to explore their creativity and embark upon the fascinating task of developing their own didactic materials based not only on their teaching experience, but also on their expertise in the cognitive and learning processes needed by EFL/ESL learners” (p.16).

Although this is true, it is important to analyze what has been said regarding innovation. For instance, Nicholls defined innovation as an idea, object or practice perceived as new by an individual or individuals, which is intended to bring about improvement in relation to the desired objectives, which is fundamental in nature and which is planned and deliberate.” (as cited in Markee, 2001, p.120). Taking this idea into account in the particular context in which the pedagogical intervention took place, it can be concluded that the intervention is innovative in the sense that the materials developed were perceived as new and original, due to the fact that there were no teaching materials available. Besides, a textbook for this specific context had not been used, and there were no materials that addressed and helped students develop speaking through the work with ICT contents.

In this respect, this intervention can be considered as innovative not only for the content and language integrated learning approach but also because students were provided with learning strategies and assessment criteria to work with all language skills but mostly emphasizing on speaking. In addition to this, it is innovative for me as a teacher and materias developer, since the design of non-authentic three workshops for a total of fifteen lessons required a good amount of research to find the topics that addressed students’ specific needs. It also was innovative for my

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students since it was the first-time students learned English through technological topics they are familiar with in their mother tongue. Moreover, the design and implementation of the workshops brought changes in my teaching practices and also in the students since they became familiar with learning strategies and learned vocabulary related to technology while improving two speaking micro-skills.

Theory of the nature of language and language learning. In relation to the theory of the nature of language, the perspective that best suits the intervention is the functional perspective of language. Hymes (1972) claimed that through this perspective language in a social situation is the means through which beings belonging to a specific community convey meaning, ideas and all the aspects that have value to a particular community (as cited in Tudor, 2001). Therefore, the functional perspective aids students in learning via contents that are particularly special and valuable to them. On this matter, Tudor (2001) stated that “the teaching of language needs to accommodate this dimension of meaning and enable learners to operate effectively within the relevant speech community” (p.57).

In addition, in Tudor ‘s view (2001) “language came to be seen as social action and the social or functional uses which learners were to make of the language became the starting point for the development of learning programmes” (p.57). It is important to realize that in the functional perspective what matters is not only the language or just the communicative purpose of the language; but also, the fact that language can be used to create social bonds and communication of meaning. This perspective is fundamental due to the dual nature of the implementation which taught relevant content and in addition provided students with opportunities to talk and exchange ideas through communicative activities in contexts related to the ICT field.

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Regarding the functional perspective, the pedagogical intervention allowed students to explore real life specific environments, in which they had to be involved in a personal and social way due to the needs in their fields of study. In these real-life situations, students experienced communicative activities along with exposure to all language skills and learning strategies on ICT topics: (a) software development; (b) networks; (c) computers; and (d) video game development. Regarding other language skills, like listening and writing, students worked on topics related to the same field.

The theory of language learning that underlies this pedagogical intervention is the experiential vision of learning. On this matter, Tudor (2001) stated the following principles that framed the experiential vision “message focus, holistic practice, the use of authentic materials, the use of communication strategies and the use of collaborative modes of learning” (p.79). In light of this, language is learned through producing and understanding messages as a way to foster language learning. Integrated practice involved different kinds of communicative settings. This vision also promotes the use of authentic materials defined as the kinds of materials that are not originally designed for language teaching but the ones that appear in an inherent way. Communication strategies are also promoted in this vision of learning helping students convey meaning with the language they already know when faced with new language. Besides, the experiential vision also encourages collaboration by fomenting communicative spaces where students face situations that could be encountered outside the classroom.

Methodological approach underlying the pedagogical intervention. The methodological approach underlying the intervention is CLIL, which is defined as a two-way approach in which language is learnt through content (Coyle, Hood, & Marsh, 2010). These scholars defined CLIL particularly as:

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A dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. (p.1)

Acknowledging the aforementioned statement, the materials designed for the pedagogical intervention included ICT contents to teach language and these two aspects were equally important for the design of the materials.

Likewise, Dalton, Nikula and Smit (2010) defined CLIL as “an educational approach where subjects such as geography or biology are taught through the medium of a foreign language” (p. 1) In this particular case of this study, materials were designed following CLIL criteria and developing materials to teach information technology topics through English as a foreign language.

The main principles underlying CLIL defined by Medina (2014) are the following: “Content: the matter of the subject. Communication: the language learnt and used. Cognition: the learning and thinking processes. Culture: the development of intercultural awareness and global citizenship” (Medina, para.2). These aspects are of key importance for the development of the workshops: Content and language are connected and opportunities for cognition are offered through the implementation and fostering of learning strategies making students aware of their own learning and culture was developed along all the ICT topics within contexts that extend beyond the local sphere.

In the same line of thought, classes that include CLIL as part of their core methodology tend to differ from the ones in which English language learning is the only focus. In this regard, Dalton (2007) stated that “CLIL classrooms are not typical language classrooms in the sense that language is neither the designated subject nor the content of the interaction, but the medium

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through which other content is transported” (p. 3). Therefore, in these classrooms the target language becomes the vehicle to interact with the content rather than the sole focus of attention.

Connection of the pedagogical intervention with the research question. This research study is focused on the design and implementation of workshops based on communicative activities to impact on two specific speaking micro skills of Information Technology students at SENA. Bearing this is in mind, the pedagogical strategy takes into account the implementation of workshops based on CLIL working with all four language skills but highlighting speaking as the core language skill. This is done by means of communicative activities that foster and increase students’ speaking time and by the same token, encouraging learning strategy use and assessment moments throughout the workshops. Students were exposed to language and content that were appealing to them and also addressed their specific needs. It was important to ensure that the materials developed were enjoyable for the students. In this regard, Núñez et al. (2009) stated that “the learning process must be an enjoyable, long-lasting, and interactive process. Thus, students would assimilate knowledge more efficiently” (p. 18) This was an important guideline in the development of the materials, to present the information technology contents in a fun and enjoyable way for the students.

Instructional phases. Given the importance of developing materials with CLIL to suit the needs of students of information technologies at SENA; it becomes essential to support its development in a theoretical framework that comprises the following phases that can impact two students’ speaking microskills.

Proposed material development framework. Another important component of the pedagogical intervention is the framework for materials development.

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Several scholars contributed their own framework for materials development and many of them share similarities but also point out differences that are explored as follows. Graves (1996), proposed a framework of component, that includes seven stages which are: Needs assessment, define goals and objectives, conceptualize content, select and develop materials, organize content and activities and evaluation; its difference dwells in the consideration of resources and constraints. Another scholar Masuhara (1998), suggested a course design procedure that contains five components which are: needs analysis, determine the goals and objectives, propose the methodology of the materials, testing and evaluating; its difference dwells in the syllabus design. Similarly, Jolly and Bolitho (1998) proposed a framework for materials writing that contains five stages, as follows: identification of needs, pedagogical realization of materials, physical production, production and use by the students; the differences in this framework dwell on the identification of a problem, and the contextual realization of the proposed new materials.

Moreover, Núñez and Téllez (2004), proposed a framework of essential components in the process of creating and adapting materials, that comprises seven stages that are: a needs assessment, select goals and objectives, content, select and develop materials and activities, organize content and activities, and evaluation; its differences dwells in the learning and teaching activities. Additionally, the framework envisioned by (Núñez, Téllez, Castellanos, Ramos, 2009) includes the following steps: a) implementing a needs analysis evaluation; b) selecting the approach and design; c) establishing the objectives and aims of the materials; d) organizing and developing the contents; e) designing the materials, in this particular case workshops; f) examining and assessing the materials designed; g) guiding students through the materials and testing them; and h) adjusting changes. The main difference of this framework is the consideration of the resources and the constraints. More recently, Núñez, Téllez and Castellanos

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(2012) presented a MD framework that has seven stages which are: needs assessment, Identify the method and the approach underlying the materials, select goals and objectives, select and organize content, organize activities and assessment. The feature that is added in this framework is the need to make adjustments as necessary.

The theoretical framework that I propose is based on the contributions from the above-mentioned frameworks and is relevant to this pedagogical intervention because it deals with the design and implementation of teacher-developed workshops to impact two speaking micro skills in a teaching context that is unique due to their specific needs for ICT content and language. This proposed framework consists of six phases. The first one is connected to spotting students' speaking profiles and needs by means of surveys. The second phase is the topic selection, in which the parameters used to select the topics that are presented in the workshops are stated by the analysis of survey results and the institutional curriculum to determine their specific needs. The third phase is the lesson or workshop development, in which the steps followed to develop the lesson are explained, as well as the number of lessons in each of the workshops and materials and sources used for their creation. The fourth phase is the sensitizing phase, in which students are informed prior to the implementation and they become familiar with the importance of the workshops implementation and their impact on the speaking micro skills. The fifth phase is the implementation one, in which consent forms are signed before the implementation, and details about timing and how the workshops are going to be presented are given. The sixth phase describes how the workshops are adjusted during the implementation process based on instruments of data collection and the results drawn from them.

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Informed consent. Students were given an informed consent form (See Appendix D) prior to the piloting work and to the workshops implementation. All their questions were answered and they had to sign the consent form.

Sensitization. Students were informed about the objective of the implementation through the surveys that were delivered during the study. After this process students were informed prior to the implementation about the research study and all their questions were answered, and consent forms were given to them to read and sign. The teacher delivered a class activity to explain the importance of the workshops and to help students become familiar with the topics and methodology that was going to be implemented, as well as the data gathered instruments that were going to be used.

Definition of students' profile. To define students' profile an instrument for data collection was applied. This information was gathered by means of conducting a survey to know students' perceptions about English learning, speaking activities and the importance of learning about ICT topics in the English class, they also expressed the kinds of activities they liked the most. At the point of analyzing the results of the survey it was evident that students believed that English was important for their ICT careers and that they would be able to understand topics they deal with every day more easily. They considered that speaking was hard and that they needed to improve this skill a lot. Students indicated that games and dialogues were the activities in which they could learn and have fun and described them as being the most didactic ones.

Topic Selection. The parameters chosen to select the topics to be developed in the four workshops were established by means of the surveys (See Appendix C) conducted at the beginning of the study to determine the needs and a second survey (See Appendix D) to determine the students' profile. In addition, SENA's curriculum for the contents studied in the

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ICT degrees was also taken into account to provide contents that would be connected to CLIL methodology. The list of topics identified for the three workshops was the following:

Workshop	Topics
My Computer	Parts of the computer Peripherals Computer Classification
Networks & Web Design	Networking Network troubleshooting Software
Video Games	Video games history Skills for the video game industry Video games vocabulary

Lesson development. Each of the four workshops had three different topics or lessons. To develop the lessons in each of the workshops, a survey was carried out to find students' needs and preferences. After this step, research, online and extensive reading regarding the technological aspects was and continued to take place to enrich the contents of each of the topics in the lessons. The contents followed CLIL principles. In addition, they started by having a unit opener that invited discussion, and they had a question or topic for students to reflect on before starting to study the topics. Visual contents were taken from the internet and, also, some photographs were taken by the teacher-researcher. The reading materials were taken from the internet and some were adapted. Listening activities were recorded by native speakers and the teacher-researcher. The lessons from the first workshop were piloted with a group of students with similar characteristics to the ones from the participants in the current study.

Implementation of the materials. The time that was devoted to each of the workshops was six hours. There were no specific constraints for the implementation due to the fact that the classroom was equipped with enough resources to carry out the activities in the workshops.

Sample of workshop



MY COMPUTER

Developed by Johana Cortés Figueras

**PARTS OF THE
COMPUTER**

PERIPHERALS

**COMPUTER
CLASSIFICATION**

Do you think computers will
be replaced by robots?



Workshop # 1 My Computer

General Objective:

- ☞ To get familiar with the vocabulary for computer essentials

Specific Objectives:

- To talk about what you can do with each part of the computer using can and can't
- To associate pictures and words
- To practice pronunciation and IPA
- To explore and use learning strategies

Lesson 1 Vocabulary and Grammar Computer Essentials

Warm up

1. *Work in pairs. Ask and answer these questions:*

Learning Strategy: Imagery. Use images, photos, pictures to understand the meaning of new vocabulary or the context where the words are used.



- a) What kind of computer device do you have?



Desktop



Laptop



Tablet



Smartphone

- ☞ I have a _____ and a _____. What about you?

I have a _____ and a _____.

b) What do you use your electronic devices for?



To Study



To Program



To Play Video Games



To Work

2. VOCABULARY: Match the computer parts with its names. Write the number in the corresponding boxes.



Printer

Monitor

Keyboard

CPU

Speaker

Mouse

Modem

a) Write the word number from the image next to the corresponding phonetic symbol



Learning Strategy: Inferring. Use available information to predict or guess new vocabulary.

/ˈprɪntə/	
/ˈməʊdəm/	
/ˈmɒnɪtə/	
/maʊs/	
/ˈkiːbɔːd/	
/ˈspiːkəl/	
/sɪːpiːjuː/	

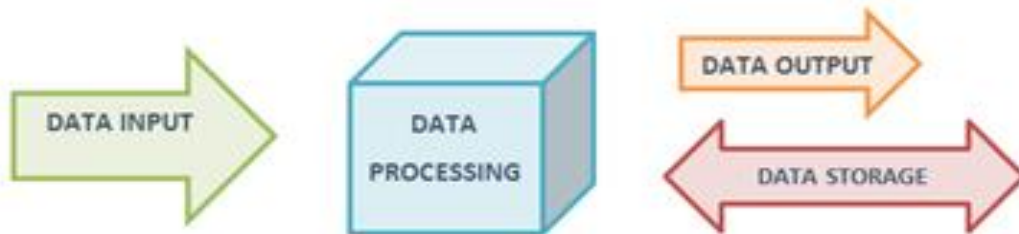
IPA: Stands for International Phonetic Alphabet, IPA helps you to identify sounds on words and to practice your pronunciation



3

3. Vocabulary: Input & Output devices.

Input and output devices are parts of the computer that let you enter data or see it after is being processed, these devices are usually called *peripherals*.



a) Find the vocabulary for peripherals in the word search.



Learning Strategy: Grouping. This strategy helps you to organize information in a better way. Use the categories in the graphic organizer to classify the words.

Peripherals Word Search



G F M M W M X R L J F A M Z K K T W M C M W Q R B
 F R O F K O D C L B O X S J J O X L D F S F E J Y
 K A A S D U O Q A W V Y Y U U B M R L B G T H F R
 B H F P R S C D B B E L S C E A W G L R N J Y I I
 L S J K H E F W K V R B H T S Q M O N I T O R Z F
 K Y C Z X I G V C X Y P C U I M R G R N T Z W J E
 V F V Q N H C L A L A B V A O C O P E B X T N A R
 R K Z E J C V S R D F P I N M Z K R V H O Y B D G
 P S I L A S A L T V Y K M T O S D E J U N L L G V
 X I E P B M M A R A D R D L P O E D C U X W U L H
 S F K X P O P B J X B Y X J P V Y H D F N C H I Y
 K E Y B O A R D X U A L K C I U S V Z T U X Q H X
 Y R O M E M H S A L F X E R B C B Z D Y L P I W W
 D P S P B Q Q Z U A T D D T R E O C V L K O C Y Q
 S R E K A E P S Q Q D D A E H R H L D X S S T B T
 D E E D G Q I D X X R T E H I I G O N Q V Y D U I
 U N W N K D W L E A N N E Q Q M M U L I D N J O Y
 B N B S O S W H H U R T L R W B Z D C L A J F L F
 I A X Z Z H I E P T U V I K V W U S F T I A O P H
 S C G U G N P D C P W T G I H Y K T A J N O B B M
 A S C C C D Z O D U C D H I F V G O S R Q N V V B
 X B E B S H Q M R R Q J T I Y U R R Q V B G W K T
 D P F I S F R M Q C A H P C P S Y A O D I S R P T
 G X P B W Q B D N E I H E Y X C J G C T T X E N R
 P B J A E L Z F Y Q F M N E F R W E G I Q N B S D

b) Use the strategy grouping to organize the vocabulary for peripherals you found into the three categories.

○ Input: _____

○ Output: _____

○ Storage: _____

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- c) Compare the answers you got with your classmates by asking the following question:

A: What do you have for _____?

B: I have _____

- d) Ask and answer this question with a partner. What is important about the input, storage and output?

4. Grammar can / can't

Learning Strategy: Analyze the grammar chart. Understand rules by following the 3 step formula on the right



3 step grammar formula

1. Find the usage
2. Find the rule + - ?
3. Personalize grammar (write examples)

AFFIRMATIVE (+)

- **CAN** is used to express ability or to say that something is possible.
- **Can** is the same for all subjects. We don't add an 'S' in the third person (like other verbs)
- The verb that comes after **Can** is in base form without **to**.
- Example:
 - I **can** speak Spanish. (It is possible for me to speak Spanish, I have the ability to speak Spanish)
 - He **can** build networks.
 - We **can** program software.
 - They **can** perform computer maintenance.

NEGATIVE (-)

- **CAN'T** is used to express inability or to say that something is impossible.
- To form the negative we add "not" after **can** to form one word: **cannot**.
- We can also contract the negative to form **can't**. (can't = cannot)
- I **cannot** play the piano = I **can't** play the piano. We **can't** go to the cinema tonight.
- She **can't** speak French very well. He **can't** drive a car

INTERROGATIVE (?)

- To form the question we change the position of the subject and the auxiliary verb.
- The main verb is still in base form.
 - Where **can** I buy an ice-cream?
 - **Can** I go to the party, please?
 - **Can** you speak Japanese?
 - What **can** we do on Saturday?
- Remember that you can use short answers:
 - Can I sit here please? **Yes, you can.**
 - Can you speak Chinese? **No, I can't**

**LEARNING STRATEGY: DEDUCTION**

You can use this strategy to understand the rules and create your own examples.

1. See the differences and similarities.
2. Identify the order of the words.
3. Get the rule by identifying the subject, auxiliary, verb and complement.
4. Write your own examples (personalize)

- 1) Follow the 3 step formula and write the rule for the three cases affirmative (+) negative (-) interrogative (?) and personalize it by writing your own sentences about your abilities. Write in the space provided.

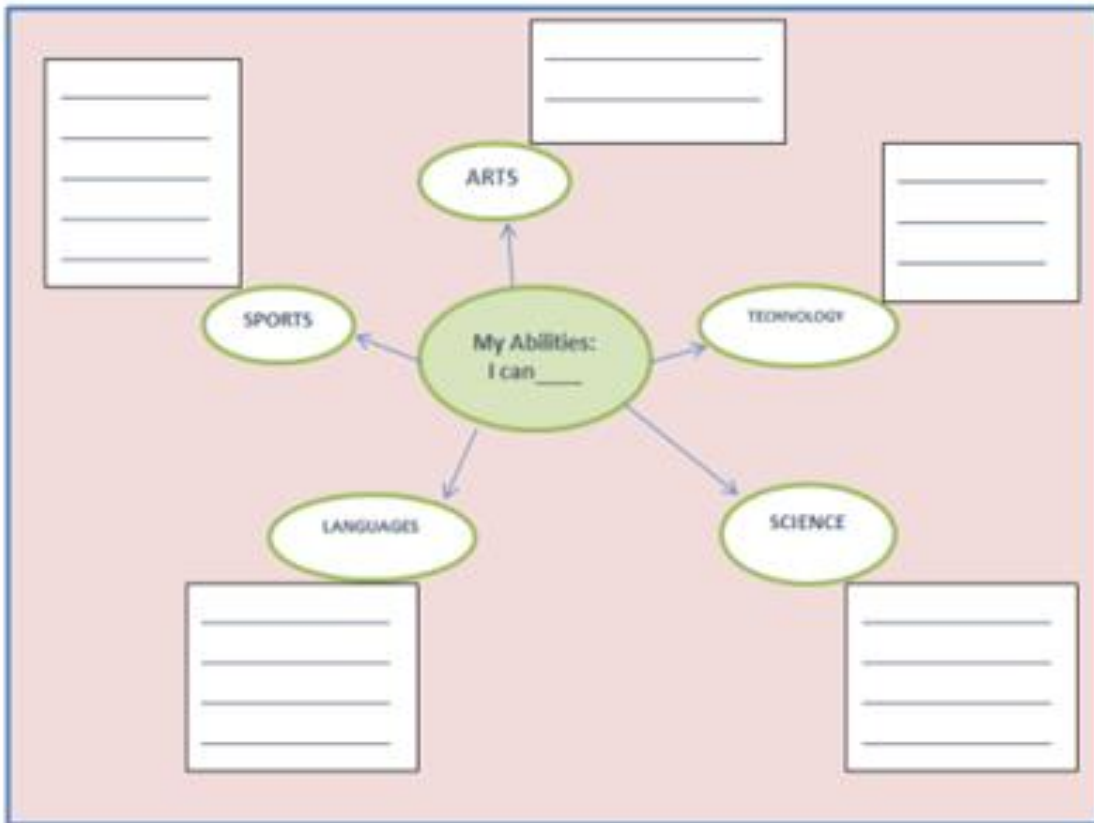
A set of handwriting practice lines. It consists of a vertical red line on the left side, followed by a series of horizontal blue lines. There are two circular punch holes on the left side, one near the top and one near the bottom. The lines are intended for writing the rule and examples mentioned in the text above.

Lesson 2 Listening

Warm up: *Brainstorming*

1) Write a list of abilities you remember, it could be in sports, arts or technology. Compare with a partner.

Learning Strategy: Mapping. This strategy helps you understand the relationship between words, also to organise and remember vocabulary more easily and prepare for listening activities. Use the graphic organizer to write the vocabulary you remember.



Developed by Johana Cortés Figueroa

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SPEAKING: Find out the most common abilities. Stand up, ask and answer questions to your classmates to find out similarities in abilities and the most common one. Ask the following question, personalize it according to your information on the previous activity.

Can you _____?

+Yes, I can

-No, I can't

- 2)  Listen and take notes on the actions mentioned by the director and the actors.



Learning Strategy: Taking notes. This strategy is about writing down important words you identify in a listening exercise. Sometimes, when we listen we forget, this strategy will help you concentrate during listening activities and help you learn new words.

- 3) Compare your notes with a partner. Use the following expression.

A: What words did you hear?

B: I heard_____. What about you?

Lesson 3 Reading

- 1) Read the following article and underline all the words you don't understand then look for the meaning on a dictionary and write your vocabulary list.

Learning Strategy: Scanning. Look through a text quickly without reading, to find specific information or unknown vocabulary. It helps find a very specific piece of information, and it saves time.



A computer is generally defined as a programmable machine. The two principal characteristics of a computer are: it responds to a specific set of instructions in a well-defined manner and it can execute a prerecorded list of instructions (a program). Modern computers are electronic and digital. The actual machinery — wires, transistors, and circuits — is called hardware; the instructions and data are called software. All general-purpose computers require the following hardware components:

Memory: enables a computer to store, at least temporarily, data and programs.

Mass storage device: allows a computer to permanently retain large amounts of data. Common mass storage devices include disk drives and tape drives.

Input device: usually a keyboard and mouse, the input device is the conduit through which data and instructions enter a computer.

Output device: a display screen, printer, or other device that lets you see what the computer has accomplished.

Central processing unit (CPU): the heart of the computer, this is the component that actually executes instructions.

In addition to these components, many others make it possible for the basic components to work together efficiently. For example, every computer requires a bus that transmits data from one part of the computer to another.

Computer Classification: By Size and Power

Computers can be generally classified by size and power as follows, though there is considerable overlap:

Personal computer: a small, single-user computer based on a microprocessor. In addition to the microprocessor, a personal computer has a keyboard for entering data, a monitor for displaying information, and a storage device for saving data.

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Workstation: a powerful, single-user computer. A workstation is like a personal computer, but it has a more powerful microprocessor and a higher-quality monitor.

Minicomputer: a multi-user computer capable of supporting from 10 to hundreds of users simultaneously.

Mainframe: a powerful multi-user computer capable of supporting many hundreds or thousands of users simultaneously.

Supercomputer: an extremely fast computer that can perform hundreds of millions of instructions per second.

Selected and adapted from: <http://www.webopedia.com/TERM/C/computer.html>

2) Use the strategy skimming to answer the following questions and infer the general idea and meaning from the article.

a) What is the general idea of the article?

b) How is a computer defined?

Learning Strategy: Skimming. Read the first lines of each paragraph to get the general idea about the topic of reading, you can also use skimming to confirm the ideas you have predicted. Use skimming to find key concepts.



Lesson 4 Writing

1) Write what you can and can't do with each of the computer parts. Follow this model. Compare your notes.

PRINTER:

With the printer I can print

- I can scan
- I can print photos
- I can make photocopies
- I can't listen to music



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1. Choose the role you want to practice (A or B).
2. Follow the model in order to interact with your classmate.
3. Change roles

A: What can you do with the _____?

B: With the _____ I can _____, _____ and _____

2. SPEAKING ACTIVITY : Drawing a picture



STEPS:

- a) Work in pairs
- b) Negotiate roles following the interaction model:

A: Do you want to be 1 or 2?

B: I want to be _____

- c) Student 1: You will be given a set of pictures, you can see them, but you will have to explain them to student 2, include the vocabulary and language studied in this workshop.
- d) Student 2: You will be the artist; you will receive a set of blank papers in which you have to draw according to your classmate's description. You can ask student 1 questions and also you can ask for clarification.
- e) Then student 2 , you have to explain your drawing to student 1
- f) You both student 1 and student 2 decide if you have the same computer part.



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3. SPEAKING TASK: Build It!

Work in pairs, your mission is to build the most powerful supercomputer made up from different parts.

STEPS:

- a) Brainstorm keywords for the most important aspects in a computer with excellent features. Write a short list.

- b) Decide which brands will be the best ones for each of the computer parts. Say what you think by using sentences from the expression bank, justify your answers.

Expression Bank
In my opinion, _____
From my point of view, _____
I have the feeling that, _____
I consider that, _____
I am sure that, _____
I agree with you, _____
I don't think so, _____
I disagree, _____



Because _____

- c) Now that you have decided on the best computer parts for your supercomputer, you have to decide a name and explain its capabilities.

(Computer name)	Capabilities:

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- d) Prepare a presentation in which you will present your super computer to your classmates. Use the following chart to guide your presentation.



1. Always say hello and goodbye. Greet your audience. Say your names.
2. Introduce the topic you're going to talk about. For example:
We're going to talk about...
3. Present your super computer, use the images to guide your audience.
4. After you have finished, ask questions to your audience (classmates and teacher) *Do you have any questions?* so they can solve their doubts and agree or disagree with you.
5. Use expressions to be polite to the audience or the presenters (*Excuse me!/can you repeat that, please? That's interesting!/That's amazing*)
6. Also you can agree and disagree politely (*I think so/Well, I am not really sure...*)
7. At the end, evaluate if the presentation/ audience participation was nice, good or difficult etc.

- e) Take notes on your classmates' presentations and at the end in pairs decide which computer was the best. Use the following checklist to guide your evaluation and selection, use expressions from the expression bank to argument your choices:

PC evaluation checklist

Places to buy
 Budget /selling Price
 Best features / computer specs
 Design
 Size

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<i>Self Assessment</i>		
<i>Let's evaluate some important aspects</i>		
Workshop #1 in the booklet	Yes	Needs to improve
The activities included in the computer workshop are nice.		
It has activities that include different learning strategies.		
It has a nice presentation and visuals.		
It has content that is useful and important for my technology career.		
It foster my emotional and intellectual commitment.		
It includes activities in which I can practice speaking in English.		
It teaches me English through interesting contents.		
It motivates me to learn English.		
It includes activities in all language skills: Speaking, writing, reading and listening.		
My speaking micro skills	Yes	Needs to improve
The activities let me practice the speaking production of small pieces of language.		
The vocabulary I learned helped me to communicate my ideas according to the purpose of the activity.		
I used an adequate number of words related to technology and computers.		
The learning strategies helped me prepare for speaking activities.		
I spoke using small sentences in technology contexts.		
Communicative approach	Yes	Needs to improve
The communicative activities are good for my learning needs		
The activities are fun for me.		
I could practice real life situations in the activities.		
The activities let me practice and improve my pronunciation.		
I could talk about topics that I have studied in technical classes.		

Developed by Johana Cortés Figueroa

Chapter IV

Data Analysis

Data Analysis Procedure

As it has been previously stated, the main objective of the present study was to explore the impact of workshops based on communicative activities on technology students' speaking micro skills. This chapter describes the approach and procedures used to gather data. The instruments used were, field notes, audio recordings, an interview and artifacts. This chapter also includes the methodology and technique that was implemented to analyze the information gathered which allowed for the definition of research categories and subcategories.

The method selected for the analysis of the data selected was the grounded theory. This method allows the teacher researcher to look at data in depth. Moreover, according to Freeman (1998) "these four activities, naming, grouping, finding relationships, and displaying, are the basic elements of data analysis" (p. 102). These activities were implemented while analyzing the data gathered. The first step was to analyze the information found in the field notes with the purpose of grounding it. According to Freeman (1998), in the grounded approach the main objective with the data collected is to look for commonalities that can be found while carrying out the process of naming categories, and grouping and finding a relationship between them. After following this approach, the information collected was analyzed, categorized and subcategorized with the commonalities that emerged in the data gathering instruments; these findings support the objective of this study.

Grounded theory helps the researcher to organize, systematize and analyze the data gathered. Similarly, Charmaz (2006) stated a definition of grounded theory, "Grounded theory methods consist of systematic, yet flexible guidelines for collecting and analyzing qualitative data

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to construct theories grounded in the data themselves” (p. 2). Taking into account this definition the researcher finds and builds theory from the grounds of the information gathered. It also gives flexibility to the researcher.

The following was the process followed to analyze the data gathered from each instrument. The first instrument analyzed was the students’ artifacts; the second was the field notes; the third was the transcriptions of audiorecordings; and the fourth was the analysis of the transcripts of the focus group interview.

Data analysis began at the point of data gathering when the field notes were taken as it involved permanent reflection on the interaction of the participants with the intervention. This is important since “reflecting on your data in combination with doing the action is essential in AR” (Burns, 2010, p. 104). By following this suggestion, it was possible to record more information and see specific aspects happening during the class and after the classes were finished.

The way in which the last three instruments was approached commenced with the transcription of the data gathered from the audio recording and the interview. This led to the identification of common patterns in the instruments that were also identified in the field notes. Similarly, the artifacts were analyzed to see commonalities in the students’ work with the materials and also the self-assessment part of the workshops.

During each of these steps a color-coding technique was implemented to help the researcher analyze the information from the data gathered, to find commonalities throughout the instruments and to make the process of categorizing and subcategorizing easier. The color-coding technique allows the use of an abductive approach that can lead to the preliminary categories and subcategories visually by the means of colors (Stottok, Bergaus, Gorra, 2011). Applying this technique allowed for the identification of similar patterns in the data instruments that helped the

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researcher identify the findings of this study. In the same way, Burns (1999) defines coding as “a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes or types” (p.157). This process was useful to determine the similarities in all the different instruments and helped to establish the subcategories and categories.

After the color-coding technique was implemented, the use of triangulation of data was used to interpret the data and the subcategories that were found across all the different instruments. Burns (1999) states that “once the data have been categorized in some way, comparisons can be made to see whether themes or patterns are repeated or developed across different data gathering techniques” (p. 158). Taking this into account is the first step in the triangulation process; once patterns among the instruments were drawn the triangulation of information began. The triangulation method as defined by Flick (2009) “should produce knowledge on different levels, which means they go beyond the knowledge made possible by one approach and thus contribute to promoting quality in research” (p. 445). According to Flick, there are different perspectives in which the triangulation of information can be done. One of these perspectives is the investigation triangulation that comprises the views of different observers of the same phenomena; the second one is the theory of triangulation that includes different theoretical perspectives to analyze one particular situation; the third one is the methodological triangulation, that involves the combination of methods in the data collecting instruments; and the fourth one is the data triangulation that includes the use of various data gathering sources. The type of triangulation used in this study is the the second one, including different theoretical support to analyze the findings.

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Additionally, it was also important to take into account all the data gathered with the other instruments, resulting in a massive amount of information to be coded and later categorized and subcategorized. This process is explained by Burns (2010): “Analysing AR data is a continuing process of reducing information to find explanations and patterns” (p. 104). According to the author, during this process of reduction of information commonalities are to be found and then organized as categories and subcategories.

Furthermore, while conducting the analysis of the information gathered it is important to highlight that “analysis, then, involves us in making some kind of sense of the data by identifying broad trends, characteristics or features across an event or a series of events” (Burns, 1999, p. 155).

This helps the researcher to come up with the main aspects or theories that can support the trends or common characteristics found during the data analysis. According to Burns (1999), the main objective of conducting action research is that while analyzing, interpreting the data and developing theories, these should be put back into practice, meaning that the research process is cyclical and does not stop at the analysis, description and interpretation stages.

Research Categories

The following table shows how the categories and subcategories that emerged from the data analysis.

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Table 1: Research categories and subcategories.

Research Question	Categories	Sub-categories
How do the design and implementation of workshops based on communicative activities impact on two speaking micro skills of information technology students at SENA?	Materials engaging, structuring speaking practice and some drawbacks	Scaffolding for speaking practice through activities in the workshops
		Materials with appealing contents and presentation
		Ups and downs through the work with workshop activities
	Communicative activities stretching the work with language, vocabulary and job-related scenarios	Communicative activities addressing work-related needs and scenarios
		Communicative activities engage students in the use of various tools to support learning
		Communicative activities required further work on basic vocabulary
	Chunks and lexical units as the backbone of speaking development	Chunks provide confidence for speaking performance
		Automatic use of chunks of language in speaking
		Active and meaningful use of lexical units

Materials engaging, structuring speaking practice and some drawbacks. This first category is related to the main purpose and the most essential part of this study. The materials were designed to study how they might impact on students as they attempted to develop two speaking micro skills. While designing and implementing the materials it was important to take

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into consideration students' needs and perceptions towards the materials used in class before and after the implementation process. It is important to design materials that have appealing contents and presentation. This way students become more engaged with the use of the materials and feel that their needs and likes are taken into consideration in the design of the materials to be used in class. On this matter, Núñez and Téllez (2009) consider that "the degree of acceptance by learners that teaching materials have may vary greatly according to the novelty, variety, presentation and content used in them" (p. 184). The level of acceptance is one important aspect that was found during the implementation as it was reflected in the emotional ups and downs students went through during the implementation of the intervention.

One of the objectives of this study was to assess the contribution of the implementation of workshops to support the learning process. Taking into account the authors insights that "teacher-developed materials boost not only effective learning settings and outcomes, but also teacher's pedagogical practice/performance" (p. 184), it can also be drawn that the activities in the materials designed and implemented helped the teacher and also the students through the scaffolding of speaking activities. Thus, this category portrays three sub categories that describe how materials engaged the students and structured speaking their practice.

Scaffolding for speaking practice through activities in the workshops. This subcategory describes the process that students went through when speaking throughout the implementation of the workshops. One of the important aspects considered was the inclusion of five principles related to the design of materials; the one that was evident in this subcategory was "grant communicative possibilities by using the target language" (Núñez et al., 2009), which provided students with opportunities to increase their language knowledge through the use and practice of language units and chunks of language.

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Scaffolding was evident since the beginning of the implementation as students were offered models of chunks of language that guided them through their speaking practice. The scaffolding teaching strategy provides individualized support based on the learner's Zone of proximal development (ZPD Hereafter) (Chang, Sung, & Chen, 2002). Students built speaking step-by-step, thus increasing their autonomy when doing the work of the activities offered in the workshops. Students started to build their independence in speaking with each of the lessons in each of the workshops, having at the end of each workshop a moment in which they had a major communicative activity taking place. Scaffolding was connected to the use of chunks of language that were also repeated in different speaking moments throughout the lessons. The scaffolding of these chunks of language was implemented by incrementing the amount of words and by changing the communicative purpose of the situations the students worked with throughout the lesson.

The following artifacts show the different kinds of speaking activities that were presented to the students in the three workshops implemented. These samples provided chunks of language and scaffolds of their speaking communicative activities to ensure success in the final communicative activity presented in each of the workshops.

b) Decide which brands will be the best ones for each of the computer parts. Say what you think by using sentences from the expression bank, justify your answers.

<p>Expression Bank</p> <p>In my opinion, _____</p> <p>Tom my mind, _____</p> <p>From my point of view, _____</p> <p>I have the feeling that, _____</p> <p>I consider that, _____</p> <p>I am sure that, _____</p> <p>I agree with you, _____</p> <p>I don't think so, _____</p> <p>I disagree, _____</p>	+	<p>Because, _____</p>
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c) Now that you have decided on the best computer parts for your supercomputer, you have to decide a name and explain its capabilities.


<p>(Computer name)</p> <p>R2D2 Computer</p>	<p>Capabilities: <i>Excellent Features</i></p> <p>With Fast storage</p> <ul style="list-style-type: none"> • Ram : 10 GB • Hard disk : 50TB • Processor: Intel Core i 100 • Its resolution 4K • Graphic memory 10GB • light design • sleek design
--	---

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(Artifact, Workshop N° 1.)

d) Prepare a presentation in which you will present your super computer to your classmates. Use the following chart to guide your presentation.



1. Always say hello and goodbye. Greet your audience. Say your names.
2. Introduce the topic you're going to talk about. For example: *We're going to talk about...*
3. Present your super computer, use the images to guide your audience.
4. After you have finished, ask questions to your audience (classmates and teacher) *Do you have any questions?* so they can solve their doubts and agree or disagree with you.
5. Use expressions to be polite to the audience or the presenters *Excuse me!/can you repeat that, please? That's interesting!/That's amazing!*
6. Also you can agree and disagree politely *(I think so/Well, I am not really sure...)*
7. At the end, evaluate if the presentation/ audience participation was nice, good or difficult etc.

e) Take notes on your classmates' presentations and at the end in pairs decide which computer was the best. Use the following checklist to guide your evaluation and selection, use expressions from the expression bank to argue your choices:

PC evaluation checklist

- Places to buy
- Budget /selling Price
- Best features / computer specs
- Design
- Size

In our opinion
The Best Computer
Is GCQ -11 PC.
Because is cheap
yes because
The monitor
has good resolutions
and very good
keyboard.
I agree because his CPU is faster
The same as his graphic memory.

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(Artifact, Workshop N° 1.)

The student's artifacts show how decision making was done and also how the student checked the expressions from the bank as she was using them for her speaking exercises. In addition, the expressions were recycled later on to convey ideas and opinions for the following

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exercise. The final speaking activity in this workshop was the result of other small speaking moments throughout the different lessons in the workshop. According to Folse (2014) “the fact that conversation can focus on such vastly different aspects as fluency or grammar or listening ability is a clear indication of the broad scope it encompasses” (p.5).

(Artifact, Workshop N° 1, self-assessment section)

My speaking micro skills	Yes	Needs to improve
The activities let me practice the speaking production of small pieces of language.	✓	
The vocabulary I learned helped me to communicate my ideas according to the purpose of the activity.	✓	
I used an adequate number of words related to technology and computers.	✓	
The learning strategies helped me prepare for speaking activities.	✓	
I spoke using small sentences in technology contexts.	✓	

In this artifact, taken from workshop 1, students self-assessed their speaking micro skills. As it can be drawn from this sample, the student noticed an improvement in his speaking and indicated that the activities and vocabulary helped him to improve his speaking skills.

Similarly, each workshop had a self-assessment session that included specific aspects in which students evaluated the materials, their speaking micro skills and the communicative approach. Regarding speaking practice through activities in the workshops, 100% of students i.e. twenty in total evaluated this aspect as a successful one, as it can be seen in the chart below:

Workshop #1 in the booklet	Yes	Needs to improve
It includes activities in which I can practice speaking in English.	20	0

(Artifacts, Self Assessment summary)

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When students presented their speaking activities, it was evident that they followed the steps and the guidelines provided in the materials as it can be confirmed in the following excerpt from the field notes:

Students present their supercomputer including key features and also follow the steps for oral presentations studied in class. This communicative activity proved to be successful as the class was focused during the presentations and also asked some questions at the end of the presentation. [sic]
(Teacher's field notes, workshop N°1)

The speaking activities that were scaffolded throughout the workshops provided students with instances in which they could practice their speaking and then recycle the same language at other opportunities. Through this they showed how much their speaking ability had improved. Students' perception of their improvement in speaking was evident in the interview they had at the end of the implementation:

Student 1: También fueron muy entretenidas de realizar, sacan como pues la pena de pasar al frente y poderlas realizar ayudó porque cuando lo ponen a uno al frente, uno le da como más pena y se pone más tonto, pero con las actividades mejoró.

Student 2: Muy buenas, efectivas totalmente nos han ayudado bastante a que fluyamos más al hablar, es muy bueno. [sic]

(Interview transcript, focus group)

Student 1: They were also a lot of fun to do, because they remove the embarrassment of going in front of the class and making them helped because when you are asked to go in front, one becomes more embarrassed and one become more silly, but with the activities this improved.

Student 2: Very good, totally effective. They have helped us a lot to be fluent when speaking, and that is very good. [sic]

(Interview transcript translation, focus group)

The practice of similar chunks of language can also be seen as drilling. In this respect, Brown (2007) stated that drills “offer limited practice through repetition; they allow one to focus on one element of the language in a controlled activity” (p. 328). Because of this, students were given chunks that were found in different stages of the lessons and students started to become more independent of the models, as they kept practicing speaking. At the end of the workshops in the final lessons, students were provided with chunks of language and this ensured the success in

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the delivery of presentations in the final communicative activity as it can be seen in the following set of evidence taken from the data gathering instruments:

Students transfer chunks from oral production to writing. Students present their supercomputer including key features and also follow the steps for oral presentations studied in class. This communicative activity proved to be successful as the class was attentive during the presentations and also asked some questions at the end of the presentation. [sic]
(Teacher's field notes, workshop N°1)

As it can be seen, providing students with chunks of language can help them become more autonomous in their speaking process, and able to fulfill the objectives of the activities in an efficient manner. In addition, these chunks of language gave different options for students to express themselves according to what they wanted to say in the interaction with their classmates. The chunks of language presented throughout the workshops helped to establish certain psychomotor patterns to loosen the tongue, as it can be evident in their progress from workshop one to workshop three.

Materials with appealing contents and presentation. This subcategory deals with the presentation of the contents in the workshops and the way it appeals to students' likes. Students' first impression of the workshops was positive; the design and contents appealed to their likes and fields of study. Núñez and Téllez (2009) indicated that "applying their valuable knowledge and experience as regards to English learners' needs, particularly in the case of English for speakers of other languages" (p. 172) and this was one of the core principles taken into account when designing the materials, given the fact that students are speakers of Spanish who are learning English through contents that were tailored to suit their specific needs. One of the aspects was including all the contents from their fields of study and including images that appealed to their interests.

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Furthermore, materials sought to keep students interested and focused during the implementation and the development of each of the activities. Taking into account that Núñez et al., (2004) stated that “we should call and maintain our student’s attention by using meaningful, well-elaborated, updated, challenging, enjoyable and relevant materials” (p. 131), it is clear that by bearing these key aspects when designing the materials, resulted in the students’ engagement and active participation. The design of the materials, the colors and the way information technology topics were presented impacted on students in a positive way; as it can be seen in the following extracts from the instruments.

Workshop # 1 My Computer

General Objective:

- ☛ To get familiar with the vocabulary for computer essentials

Specific Objectives:


- To talk about what you can do with each part of the computer using *can* and *can't*
- To associate pictures and words
- To practice pronunciation and IPA
- To explore and use learning strategies

Lesson 1 Vocabulary and Grammar Computer Essentials


Warm up

1. *Work in pairs. Ask and answer these questions:*


Learning Strategy: Imagery. Use images, photos, pictures to understand the meaning of new vocabulary or the context where the words are used.




a) What kind of computer device do you have?
Clase de escritorio




Desktop



Laptop



Tablet



Smartphone

☛ I have a Laptop and a Smartphone. What about you?
I have a desktop and a Smartphone.

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(Student’s artifacts, from Oscar’s Workshop N° 1.)


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Lesson 2 Listening

Warm up: *Brainstorming*

1) Write a list of abilities you remember, it could be in sports, arts or technology. Compare with a partner.

Learning Strategy: Mapping. This strategy helps you understand the relationship between words, also to organize and remember vocabulary more easily and prepare for listening activities. Use the graphic organizer to write the vocabulary you remember.



My Abilities: I can ___

SPORTS

- Play volleyball
- to exercise
- Jump rope
- Swim
- Play Basketball

ARTS

- Act
- Draw

TECHNOLOGY

- Use netbooks
- Develop software
- Play videogames

LANGUAGES

- Speak spanish
- learn Italian
- Speak English
- learn english

SCIENCE

- make experiments
- more chemicals
- elements
- solve chemistry
- Problems
- learn biology

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(Student's artifacts, from Oscar's Workshop N° 1.)

The structure of the workshops included activities in all language skills, giving priority to speaking practice and the development of two speaking micro skills. The activities were presented starting from basic vocabulary connected to information technology topics. The vocabulary included was part of the design to achieve speaking goals in the last lesson. This way

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students recycled the vocabulary studied at the beginning of the workshops. Students worked in a scaffolded way to build their speaking micro skills. The inclusion of learning strategies was important in helping students to become aware of their learning process and helping them to become familiar with the strategies that can help them with their learning process. In this regard, Coyle et al., (2010) affirmed that it is important to “involve learners to enable them to think through and articulate their own learning. This in turn implies that learners need to be made aware of their own learning through the development of metacognitive skills such as learning to learn” (p. 29).

In the self-assessment section of the workshops students’ evaluation of the materials demonstrates 100% agreement with the three workshops on aspects related to the appealing characteristics of the materials:

Workshop #1, #2, #3	Yes	Needs to improve
The activities included in the computer workshop are nice.	20	0
It has a nice presentation and visuals.	20	0
It teaches me English through interesting contents.	20	0
It includes activities in which I can practice speaking.	20	0
It includes activities in all the language skills: Speaking, writing, reading and listening.	20	0
It has activities that include different learning strategies.	20	0

(Self-assessment session in workshops totals)

The selection of images and the inclusion of colors were motivating for the students as they could relate to the topics that were based on their chosen careers and favorite characters. Students reacted in a positive when introduced to the workshops, as we can see in the following extract from the field notes.

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It is evident that students are having a good time while working with the materials. It can be seen that the introduction of the new materials have fostered their interest in learning about technology and English at the same time, they like the characters chosen for the learning strategies presentation. [sic]

(Teachers' field notes, Workshop #1)

Students, when introduced to the workshops for the first time commented on the design and on the workshop, itself. They liked the presentation, colors and images:

Students: wow

Student 1: Qué bonitas están las guías!

Student 2: Me gustan los personajes y colores. [sic]

(Audio recording, worksheet N°1)

The last segment from the audio transcription depicted that students liked the design of the workshops and that they found their presentation appealing. By the same token, students, when participating in the third workshop about video games, enjoyed the fact that the materials included characters from a video game and also that they included vocabulary relevant to this topic. In this regard, Núñez et al. (2009) stated that the enjoyment of the materials developed for our students, result in the students' motivation and engagement. This could be evident in the interview at the end of the implementation where students manifested that:

Student 1: Pues es muy bueno porque, pues aparte de que son muy didácticos, eh pues nos ayudan como a salir tanto de las rutinas como de siempre la misma clase de inglés y eso entonces es más. [sic]

(Interview transcript, focus group)

Well, it is very good because, well apart from the fact that they are very didactic, eh well they help us to have a break from the routines of always having the same English class and this is a plus. [sic]

(Interview transcript translation, focus group)

Ups and downs through the work with workshop activities. This subcategory is related to both the positive and negative outcomes while implementing the workshops. The length of the classes in which the workshops were implemented was a bit long for the students and some of the activities presented in the workshops generated a positive or negative result in the performance and emotional aspect. Taking into account the fact that the teacher researcher not only implements a set of instructions, but also observes the different phenomena presented while

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carrying out the implementation including students' behaviours and learning process. As mentioned by Núñez et al. (2009) "teachers should devote plenty of time to the demanding task of constructing, and reconstructing their daily pedagogical practice as a means of facing decision making, improving their teaching performance, innovating their classes and, so, developing professionally" (p. 173). This is a very important aspect because as stated by the authors, teachers should build and rebuild their practices and make changes according to the direct observation of students' performance and attitudes towards the activities developed in class.

This is in accordance with the theories declared by Tomlinson (2003) who declared that "language learners succeed best if learning is a positive, relaxed and enjoyable experience" (p.18). On this matter, the materials introduced activities that allowed the students to have a positive experience in their learning process. Additionally, this subcategory provides evidence of one of the SLA principles stated by Tomlinson (2011) regarding the use of the left and right sides of the brain in activities that foster aesthetic, emotional and intellectual engagement. Students had more ups and felt more enthusiastic in the activities that stimulated the understanding of relationships between images and their corresponding meaning in terms of vocabulary and its use through speaking activities. This was possible due to the stimulation of the right side of the brain through images and activities in the workshops that fostered the use and search of visual resources available, having as a result the stimulation of visual intelligence, that according to Gardner (1983) is the "capacity to think in images and pictures, to visualize accurately and abstractly" (p. 1). An aspect that was relevant in the design of the activities in the different lessons of the workshops.


Taking into account all the aforementioned aspects, I present the following data from the instruments as evidence in which these aspects can be seen:

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Lesson 3 Reading

1) Read the following article and underline all the words you don't understand then look for the meaning on a dictionary and write your vocabulary list.

Learning Strategy: Scanning. Look through a text *quickly* without reading, to find specific information or unknown vocabulary. It helps find a very specific piece of information, and it saves time.



A computer is generally defined as a programmable machine. The two principal characteristics of a computer are: it responds to a specific set of instructions in a well-defined manner and it can execute a prerecorded list of instructions (a program). Modern computers are electronic and digital. The actual machinery — wires, transistors, and circuits — is called hardware; the instructions and data are called software. All general-purpose computers require the following hardware components:

Memory: enables a computer to store, at least temporarily, data and programs.

Mass storage device: allows a computer to permanently retain large amounts of data. Common mass storage devices include disk drives and tape drives.

Input device: usually a keyboard and mouse, the input device is the conduit through which data and instructions enter a computer.

Output device: a display screen, printer, or other device that lets you see what the computer has accomplished.

Central processing unit (CPU): the heart of the computer, this is the component that actually executes instructions.

In addition to these components, many others make it possible for the basic components to work together efficiently. For example, every computer requires a bus that transmits data from one part of the computer to another.

Computer Classification:
By Size and Power

Computers can be generally classified by size and power as follows, though there is considerable overlap:

Personal computer: a small, single-user computer based on a microprocessor. In addition to the microprocessor, a personal computer has a keyboard for entering data, a monitor for displaying information, and a storage device for saving data.

Developed by Johana Cortés Figueroa

(Student's artifacts, from Angie's Workshop N° 1.)

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Workstation: a powerful, single-user computer. A workstation is like a personal computer, but it has a more powerful microprocessor and a higher-quality monitor.

Minicomputer: a multi-user computer capable of supporting from 10 to hundreds of users simultaneously.

Mainframe: a powerful multi-user computer capable of supporting many hundreds or thousands of users simultaneously.

Supercomputer: an extremely fast computer that can perform hundreds of millions of instructions per second.

Selected and adapted from: <http://www.webopedia.com/TERM/C/computer.html>

2) Use the strategy skimming to answer the following questions and infer the general idea and meaning from the article.


a) What is the general idea of the article?

The two principal characteristics of a computer are - it responds to a specific set of instructions in a well defined manner and it can execute a prerecorded list of instructions.

b) How is a computer defined?

A computer is generally defined as a programmable machine.

Learning Strategy: Skimming. Read the first lines of each paragraph to get the general idea about the topic of reading, you can also use skimming to confirm the ideas you have predicted. Use skimming to find key concepts.



Developed by Johana Cortés Figueroa

(Student's artifacts, from Angie's Workshop N° 1.)

The artifact sample above illustrates the activity in the workshop where an ups and down moment took place. These segments from the field notes and the audio recordings revealed that students were becoming tired while doing the activities that were included in the workshop, since

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they made gestures and sighed. This was clear evidence of a down moment during the development of the implementation; which could be due to two possible reasons - the first one the duration of the classes given the fact that each class lasted 3 hours. The second could also be related to the nature of the activity which was a reading exercise.

Students seemed tired at this point. Some of them made gestures, yawned and sighed before doing the paraphrasing exercise. Despite this, they completed the task it. [sic]

(Teachers' field notes, Workshop N°1)

Students: I'm tired, [yawning]

Teacher: was the reading difficult?

Students: Noooo, [other say a little] [sic] [Trans]

(Audio recording, worksheet N°1)

Alternatively, the following excerpt from the field notes, illustrates the opposite phenomena in the same class. As it can be observed after finishing the reading activity, students had an up moment while working on the activities in the workshop. This leads us to infer that it is the type of activity that increases and decreases motivation during class, but it could also be related to other factors such as the population's age. The participants were highly motivated in activities that involved speaking and a game which they could compete with their classmates and in which they could make decisions. In this regard, Krashen (1982) indicates that “performers with high motivation do better in language acquisition” (p.31). In addition to this, Brown (2007) suggests guidelines for increasing motivation in which the activity proved to be successful in one of them “learner-centered, cooperative teaching is intrinsically motivating. Therefore, give students opportunities to make choices in activities” (p. 94).

In this activity Students got back their enthusiasm as they read their keywords to their classmates and challenged them to see if they could remember key aspects of each of the definitions. Students seem engaged in this activity. They laughed a lot while they did this activity. [sic]

(Teachers' field notes, Workshop N°1)

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3) Write a list of keywords in your vocabulary list and write a definition using your own words.


Word	Definition in your own words
Input device	They are components that help the handling and all a computer
Server computer	You can execute many orders at once and execute them quickly.
Personal Computer	It's a personal computer which has a moderate size and you have your most frequent programs.
Workstation	It's a nice place where you can get your work done quickly.

4) Compare the definitions you have written with a classmate, use the following model:

A/An (Word) is _____

5) SPEAKING GAME: PHRASE IT!

Closed your workshop and test your classmate's memory. Tell your classmate one of the keywords you have written and see if he/she can give a correct definition. Give him/her 2 points if the definition is correct, 1 point if it close to the definition and 0 if Spanish is used or your classmate forgot the definition.



Developed by Johana Cortés Figueroa

(Student's artifacts, from William's Workshop N° 1.)

The types of activities that showed a positive development were the ones that involved games or competition, especially the ones that included a visual aspect that stimulated their right

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side of their brains. The field notes evidenced that the affective factor in students had an up when they were asked to work in an activity that included the use of the learning strategy imagery.

Moreover, students had to talk and ask questions to get to know new vocabulary that could help them with the achievement of the activity's objectives. More precisely in Thornbury's words (2007), "the conditions in which speaking occurs play a crucial role in determining the degree of fluency that is achievable. This role is divided into 3 categories: cognitive, affective and performance factors" (p.25). In this specific case the affective role impacted positively on the performance and the outcomes.

Students start interacting with each other and recycling previous vocabulary and structures they know. Students like this activity a lot, they are enthusiastic about drawing, they are having fun and are using English naturally. They are smiling a lot and asking questions on vocabulary for shapes and practicing speaking. [sic]

(Teachers' field notes, Workshop N°1)


2. SPEAKING ACTIVITY : Drawing a picture


STEPS:

- a) Work in pairs
- b) Negotiate roles following the interaction model:

A: Do you want to be 1 or 2?
B: I want to be _____

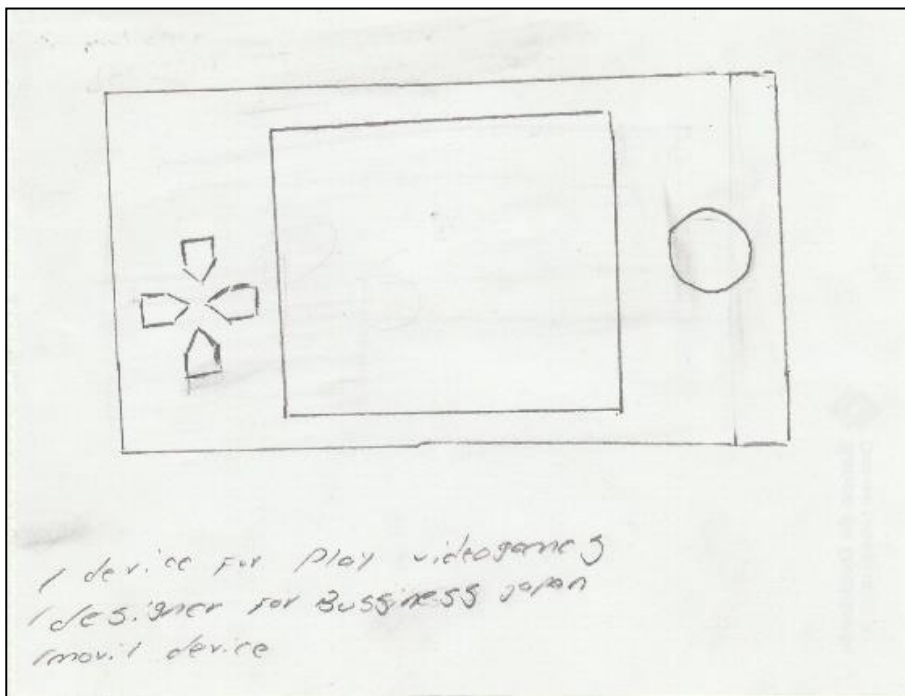
- c) Student 1: You will be given a set of pictures, you can see them, but you will have to explain them to student 2, include the vocabulary and language studied in this workshop.
- d) Student 2: You will be the artist; you will receive a set of blank papers in which you have to draw according to your classmate's description. You can ask student 1 questions and also you can ask for clarification.
- e) Then student 2 , you have to explain your drawing to student 1
- f) You both student 1 and student 2 decide if you have the same computer part.





(Students' artifacts workshop N° 1)

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***(Students' realia on activity workshop N° 1)***

Student 2: Si tal vez más hacia el vocabulario, practicar más vocabulario, que siempre es muy necesario, a partir del vocabulario se puede defender uno en muchos aspectos en cuanto al inglés, entonces pues yo no sé, desde mi punto de vista creo que faltaría algo más como un refuerzo hacia el vocabulario un poco más general no el técnico. [sic]

(Interview transcript, focus group)

Student 2: Yes, perhaps more of a focus on vocabulary, to practice more vocabulary, that is always necessary. With vocabulary you can defend yourself on many aspects in English, well, I don't know. In my opinion, I believe that what is missing is something that is more like reinforcement of more general vocabulary, not just technical one. [sic]

(Interview transcript translation, focus group)

In the evidence from the interview transcription, students manifested their opinion towards the way the materials affected their speaking. They felt positive about it and manifested that they could have further practice of the vocabulary. Although this is true, students also expressed the need to have more reinforcement in general English vocabulary and not only in the technical vocabulary.

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Throughout the implementation, there were self-assessment moments in each of the three workshops. We can see how their assessment regarding the emotional and intellectual commitment changed in the three workshops, being the last workshop the one where more students felt that this aspect needed improvement. In this regard, the data showed ups and downs in students' perception as well. Additionally, the data showed that this trend was similar in the assessment of motivation to learn English that decreased in the third workshop as well.

Workshop #1	Yes	Needs to improve
It fosters my emotional and intellectual commitment.	19	1
Workshop #2	Yes	Needs to improve
It fosters my emotional and intellectual commitment.	20	0
Workshop #3	Yes	Needs to improve
It fosters my emotional and intellectual commitment.	17	3

Workshop #1, #2	Yes	Needs to improve
It motivates me to learn English.	18	2
Workshop #3	Yes	Needs to improve
It motivates me to learn English.	15	5

(Self assessment session in workshops totals)

Communicative activities stretching the work with language, vocabulary and job-related scenarios. This category is related to the connection between different types of communicative activities and job-related scenarios. It was of a significant importance for the type of population this study was conducted on that the English language learning included components related to their ICT careers. For that reason, CLIL was one of the approaches taking

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into account to accomplish this objective while designing and implementing the materials. In addition to this including communicative activities on job simulated scenarios that could help students practice speaking micro skills in a more significant scenario that enriched their knowledge was important. In this regard, Coyle et al., (2010) affirms that “it is useful to think of content in terms of the knowledge, skills and understanding we wish our learners to access” (p.53). It was necessary that students throughout the implementation gathered the communicative tools needed to interact and learn from each other.

Communicative activities addressing work-related needs and scenarios. This subcategory deals with the data gathered that shows the speaking work in work-related scenarios in the ICT field of knowledge, and students’ perceptions towards the communicative activities and their real-life situations. Most of the communicative activities aimed at a spoken activity that took the shape of a dialogue, according to Finocchiararo & Brumfit (1983), dialogues are centered around communicative purposes and do not have to be necessarily memorized. This aspect was taken into account along with the work-related scenarios to create materials that simulated future work scenarios for the students. The excerpt below from students’ artifacts exemplify one of the communicative activities worked on in the workshops were the aforementioned aspects can be evident.

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3. SPEAKING ACTIVITY: Ranking

TOP 5



STEPS:

- Work in groups of 3 classmates (different people from previous activities)
- Read the list of good qualities you had written
- Reach a group consensus and rank the best top 5 qualities for IT employees
- Write the top 5 in the poster that the teacher will provide you, you can also make a digital presentation, don't forget to include visuals



Learning Strategy: Manage social interaction.
With this strategy you work in groups, socialize and share information. you also express all your ideas and thoughts in English in a natural way when having a conversation with a partner, presenting ideas to the class or to the teacher. Don't forget to use polite and proper expressions when you learn a new language.

- Always say hello and goodbye. Greet your audience. Say your names.
- Introduce the topic you're going to talk about. For example:
We're going to talk about...
- Present your top 5, use the images to guide your audience.
- After you have finished, ask questions to your audience (classmates and teacher) so they can solve their doubts and agree or disagree with you.
- Use expressions to be polite the audience or the presenters (***Excuse me! / can you repeat that, please / How about you? / That's interesting! / That's true***)
- Also you can agree and disagree politely (***I think so / Well, I am not really sure...***)
- At the end, evaluate if the presentation/ audience participation was nice, good or difficult etc.

Developed by Johana Cortés Figueroa

(Students' artifacts workshop N° 2)

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Students' perceptions towards the materials, its activities and contents were very positive although they varied in the three workshops implemented. In the aspect related to the practice of real life situations 90% of students felt the materials complied with this, then in workshop 2 the perception changed to 100%, while in workshop 3 there was a decrease with an 80% of students. In the second aspect related to learning strategies, 90% of students agreed on the fact that the workshop had learning strategies to help them prepare for speaking activities, while there was an increase of this percentage in workshop 2 with 95% and a decrease in the third workshop with 80%.

Workshop #1	Yes	Needs to improve
I could practice real life situations in the activities.	18	2
The learning strategies helped me prepare for speaking activities.	18	2
Workshop #2	Yes	Needs to improve
I could practice real life situations in the activities.	20	0
The learning strategies helped me prepare for speaking activities.	19	1
Workshop #3	Yes	Needs to improve
I could practice real life situations in the activities.	16	4
The learning strategies helped me prepare for speaking activities.	16	4

(Self assessment session in workshops totals)

The excerpts below taken from the audio recordings transcriptions illustrate how the communicative activity was integrated into a work-related scenario, in which students interacted and used lexical units related to this specific field. It is also noticeable how students recycled chunks of language studied before; and in some cases, the use of the mother tongue was evident to communicate slang that may not have an equivalent translation in English. In this regard Folse (2004) argues that translation occurs when students are beginners in the language, but it is also

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something that is present in more advanced levels. As some of the expressions needed for students to convey meaning were not easily accessed through translation, students opted to say the expression in Spanish.

Student Camila: hello all, the employee of the month would be someone. (yo digo la de puntual) We think that a punctual person will have points with the boss and also if you go there more early. If you are punctual you won't have a memorandum

Student Maria: In our opinion an organized person. If you are not an organized person there are table hahaha [the presenters laugh]

Student Maria: Teacher pues como hay tabla jajajajja

Student Camila: From our point of view the patience is a great quality because it helps to not despair

Student Maria: A patient programmer don't suffer stress. If you are patient the force will be with you hahah [Star Wars reference]

Teacher: The force will be with you oh yeah Star Wars quotes

Student Camila: Although many people think that the team work leads to procrastinate but if they are organize they could do a great job

Teacher: Yeah, I agree, it's important to assign roles so people don't procrastinate

Student Camila: If you don't work in your team it could be tired

Student Maria: Creative. We think that a creative person can do help people make life easier. If you are creative you can fly like inspector gadget or gadget inspector.

Teacher: Ok, good

Student Camila: Thank you so much for the attention [sic] [Trans]

(Audio recording, workshop N°2)

The following data from the field notes evidences how students' speaking time has increased with the work completed in the workshops. While the audio recording transcriptions depict how students were becoming more fluent and speaking in a natural way in a work related communicative situation.

Students are using more words to communicate their reason and their speaking time has increased by now compared to the time before the implementation of the workshops. [sic]

(Field notes – second workshop)

Student Frayle: Hello we are Diego Frayle and William Solano. Ok, Optimist. If you are optimistic, you will get better ways of working.

Student William: Punctuality, if you are punctuality...ehhm punctual you will get better personal references

Student Frayle: Organize. If you are organize, you will get to reach your goals

Student William: Risky. If you are risky, you are going to get unique opportunities

Student Frayle: Autonomous, if you are self employed, you will learn more. Ok teacher finished, thanks. [sic] [Trans]

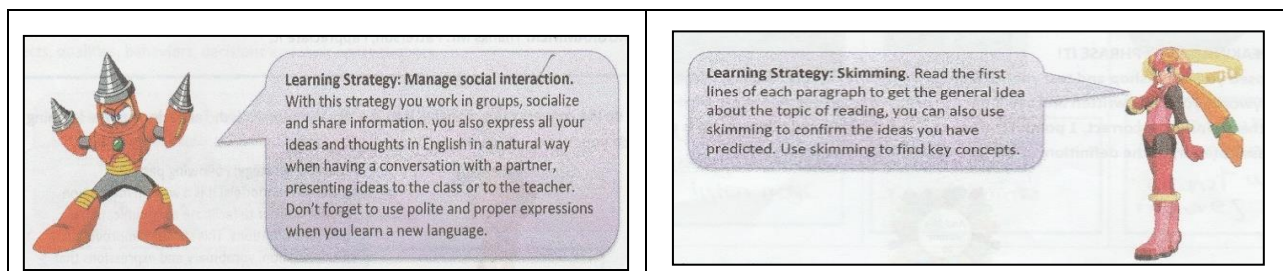
(Audio recording, workshop N° 2)

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In the communicative activities implemented in the workshops, students had the chance to interact with their classmates about different models for some computer parts and explaining benefits and limitations. In the third workshop students worked on communicative activities related to the video game industry, according to the data gathered in the field notes students seemed to have enjoyed this speaking event.

Students seemed to enjoy this activity a lot since they didn't know the vocabulary for video game careers and this is something that is really appealing to them due to the fact that they are studying to have a job in this industry. Students select their dream job on the video game industry and start interacting with their partners sharing their opinion and justifying their answers. Students tell their partners what's their dream job from the vocabulary for jobs given, they tell reasons why they selected that job, after that they talk about the advantages and disadvantages of that job in the video game industry. Students write their opinion about the skills needed to become a video game developer, then they interact expressing their beliefs and thoughts. [sic]
(*Field notes – third workshop*)

Communicative activities engage students in the use of various tools to support learning. This subcategory deals with one important aspect in the development of materials for the present study. This aspect is related to the use of tools to support learning, during the course of the design of the workshops, learning strategies were included to help students work on the activities and also to increase their autonomy in their learning process while being becoming aware of the what and how of each strategy presented in the workshops. Chamot et al. (1999) manifested that strategies should be presented by the teacher and students will come up with more strategies for a particular exercise. In this sense students were taught to use learning strategies in the workshops and later on they used these strategies to prepare for their communicative activities.



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(Students' artifacts samples of learning strategies)

The self-assessment part included in each of the workshops, students evaluated the workshops on an aspect related to the communicative activities. The perception of the workshops provided communicative activities that were good for their learning needs, have the following results – see the table. In workshop one 95% of students felt that the activities were good for their learning needs. Conversely, the results from the second workshop were slightly different with a decrease, and only 80% of students feeling that it complied with this goal. In contrast, this trend changed in the third workshop returning to almost the same percentage observed in the first workshop with 90%.

Workshop #1	Yes	Needs to improve
The communicative activities are good for my learning needs	19	1
Workshop #2	Yes	Needs to improve
The communicative activities are good for my learning needs	16	4
Workshop #3	Yes	Needs to improve
The communicative activities are good for my learning needs	18	2

(Self assessment session in workshops totals)

Additionally, another tool used by the students while developing communicative activities was writing through the strategy of brainstorming for key words. It is evident in the data gathered from the field notes that students resorted to Spanish for the development of these types of activities. Relating to the use of mother tongue and translation in the English class, Folse (2004) states that “where all of the students speak the same L1, or in some ESL settings where all of the students share a common L1, it can be helpful to translate some things” (p.62).

Although they sometimes use Spanish, they are trying to use the expressions to answer each of the questions.

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Although they talk about this in Spanish while brainstorming ideas on what to write, students don't seem bored by the activity. [*sic*]

(Field notes – first workshop)

Furthermore, another tool used by students while working with the materials was the use of the internet, to conduct web search on the latest trends on computer parts, as it can be evident in the following excerpt from the field notes:


Students start working on groups to decide on the supercomputer name and its capabilities; they have to write their ideas in the box provided in the workshop. Students use Spanish during the development of this activity. They also use the internet as a tool to gather information. [*sic*]

(Field notes – second workshop)

Communicative activities required further work on basic vocabulary. This subcategory is concerned with the data gathered and the perception students had towards the need to work on more basic vocabulary, which is different from the technical lexical units included in the implementation with the aim of accomplishing their communicative goals. In this regard, Thornbury (2005) stated that “we need to distinguish between the words that speakers use (their productive vocabulary) and the words that they recognize (their receptive vocabulary)” (p. 23). Taking this into account, the workshops provided students with lexical units that were aimed at a productive vocabulary. But during the development of an activity, particular students could recognize words they had previously learned in their schools but that they have forgotten. Such words or vocabulary fall within the receptive vocabulary category, which students needed to know to accomplish the activity's objectives. This communicative activity involved the activation of previous knowledge referred to the basic geometrical shapes to give a complete description of an object so their classmates could guess it and then draw it. As it can be seen in the description of the activity in the artifact and also in the excerpt from the field notes students asked questions about the vocabulary needed. The students' artifacts instrument shows the activity in which this took place.

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2. SPEAKING ACTIVITY : Drawing a picture




STEPS:

- Work in pairs
- Negotiate roles following the interaction model:

A: Do you want to be 1 or 2?

B: I want to be _____
- Student 1: You will be given a set of pictures, you can see them, but you will have to explain them to student 2, include the vocabulary and language studied in this workshop.
- Student 2: You will be the artist; you will receive a set of blank papers in which you have to draw according to your classmate's description. You can ask student 1 questions and also you can ask for clarification.
- Then student 2 , you have to explain your drawing to student 1
- You both student 1 and student 2 decide if you have the same computer part.


(Students' artifacts workshop N° 1)

They start describing but feel the need to know new vocabulary; they ask questions to the teacher about how to say different shapes, like circle, square, triangle. The activity is fun for the students because they laugh at their drawings and their descriptions. Also, because some of them try to peek at their classmates drawings. [sic]
(Field notes – first workshop)

Similarly, in the data collected through other instruments it was evident that the perception students had concerning the need for working on more basic vocabulary. Since the students with whom the implementation took place had different English levels and educational backgrounds, it was evident that the lack of reinforcement of basic vocabulary

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made the completion of the activities more difficult for those students with a lower background knowledge of English.

Student 2: Yes, perhaps more towards the vocabulary, to practice more vocabulary, that is always necessary, with vocabulary you can defend yourself in many aspects regarding English, then I don't know, from my point of view, I believe that it is missing something more like reinforcement of more general vocabulary, not technical. [sic]

(Interview transcript translation, focus group)

Nonetheless, other students' perceptions taken from the same source of data, revealed that students felt significant improvement in their language skills and language level. They also said that their pronunciation had improved as well and that their speaking skills had been reinforced.

Student 3: Pues si, yo pienso que sí ha contribuido mucho porque pues no sé creo que la mayoría veníamos de tener un inglés demasiado básico y pues de la pronunciación mal y todo eso entonces se ha fortalecido mucho esa parte de hablar. [sic]

(Interview transcript, focus group)

Student 3: Well yeah, I think that it has contributed a lot because, well I don't know but the majority of us had a very basic English level and, well, the pronunciation was bad and all of that. So, it has improved our speaking ability. [sic]

(Interview transcript translation, focus group)

Finally, students' evaluation of the vocabulary and how this helped them communicate their ideas differed in the three workshops. In the first workshop, 90% of the students found that the vocabulary helped them communicate their ideas. Whereas, in the second workshop this increased slightly, with 95% of the students evaluating the vocabulary as helpful. Alternatively, in the third workshop their perception of the vocabulary and how this helped them communicate their ideas significantly decreased, with 75% of students assessing it as helpful.

Workshop #1	Yes	Needs to improve
The vocabulary I learned helped me to communicate my ideas	18	2
Workshop #2	Yes	Needs to improve

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The vocabulary I learned helped me to communicate my ideas	19	1
Workshop #3	Yes	Needs to improve
The vocabulary I learned helped me to communicate my ideas	15	5

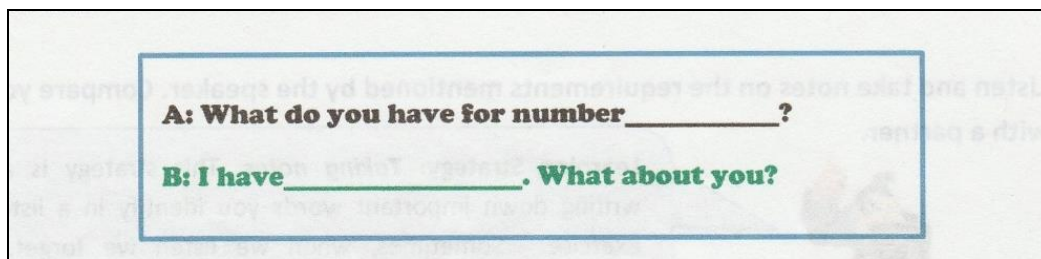
(Self assessment session in workshops totals)

Chunks and lexical units as the backbone of speaking development. This second category is related to the use of chunks of language and lexical units to develop speaking micro skills and improve overall speaking performance. According to Thornbury (2005) speaking is part of everyday life and for that reason this important aspect should be reflected in English class. Developing speaking in a foreign language, such as English is important but it also takes into account the work and development of other language skills. Given the characteristics of the population in which the implementation took place, it was important to give them the tools through the materials developed that could help to have tools to increase, little by little, their discourse in English. One of the main objectives of this study was to impact speaking micro skills, so students could communicate more effectively while learning and practicing with ICT topics. Taking into account Brown's speaking principles (2007), motivating techniques are important. This was done by providing students speaking learning strategies in addition to the chunks of language and lexical units. Besides, the use of language in meaningful contexts specifically related to the particular needs of the students that fostered their creativity when it came to everyday situations, which were linked to Information Technology vocabulary and related topics. Bearing these aspects in mind, the following subcategories explain in depth the results gathered from the data analysis.

Chunks provide confidence for speaking performance. As stated before, the main objective of this study was to explore the impact of workshops based on communicative activities on students' speaking micro skills. According to Brown (2007) one of the speaking micro skills is

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the ability to “produce chunks of language of different lengths” (p. 328). Through the data gathered this subcategory shows how chunks of language as a speaking micro skill impacted on students by building their confidence in their speaking development. One of the chunks of language students provided, facilitated the exchange of information to check answers for exercises and to keep the interaction times in English only. At the beginning of the implementation they relied on the chunk models offered, slowly building their confidence into an automatic use in which they didn’t have to look for the model all the time. These excerpts from the field notes and students’ artifact show one of the chunks of language students got familiarized with in the workshops.



(Students’ artifacts workshop N° 3)

They used a chunk of language to compare, for instance “What do you have for __? [sic]
(Field notes – first workshop)

In the following pieces of evidence students were interacting in an autonomous way when applying the chunk of language. Students compared their exercises by incorporating the vocabulary that was provided and with a level of oral fluency that was appropriate for their language level.

STUDENT A: what do you have for output?
 STUDENT B: I have printer, monitor, speakers, printer.
 STUDENT B: what do you have for input?

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STUDENT A: I have DVD, keyboard, mouse, webcam, microphone, scanner, touchpad, touchscreen, flashback, joystick, graphic table.

STUDENT A: what do you have for storage?

STUDENT B: I have RAM, ROM, close door, fast drive, flash memory and hard disk. [*sic*] [*Trans*]
(*Audio recording, workshop N°1*)

At the beginning of the interaction students relied on the model that was provided, looking at it as many times as they needed to until there was no need for it anymore and becoming increasingly autonomous in the use of the chunk of language provided as well as using it spontaneously without being directed by the teacher researcher.

Students did not seem so confident at the beginning of the interaction as they used the chunk of language as an aid. [*sic*]

(*Field notes – first workshop*)

They used again a chunk of language “What do you have for__?” to compare their notes without the teacher having to ask them to do so. [*sic*]

(*Field notes – first workshop*)

The same phenomena were evident throughout the process with different chunks of language in the workshops. The following excerpt from the audio recordings shows the interaction between the students in an autonomous way. In this manner, communication became more natural and more fluid during the implementation.

STUDENT A: can you play soccer?

STUDENT C: yes, I can, because I like play soccer.

STUDENT C: can you write?

STUDENT B: yes, because like me.

STUDENT A: yes, I can, because like me

STUDENT A: can you play video games?

STUDENT B: I Can.

STUDENT C: No, I can't, I ... because I prefer this ... play soccer. [*Sic*] [*Trans*]

(*Audio recording, workshop N°1*)

STUDENT E: What do you have for output?

STUDENT F: I have printer monitor and speakers

STUDENT F: What do you have for input?

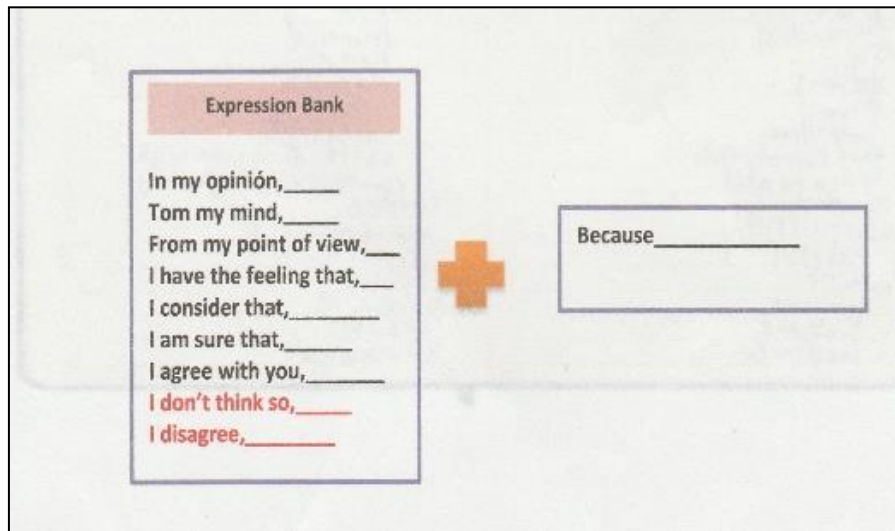
STUDENT E: I have light pen, keyboard, mouse, microphone, webcam, scanner, touchpad, touchscreen, drag ball, joystick, graphic table.

STUDENT E: What do you have for storage?

STUDENT F: I have RAM, ROM, close storage, flash memory, hard disk, hard drive, CDW. [*Sic*] [*Trans*]

(*Audio recording, workshop N°1*)

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(Students' artifacts workshop N° 1)

As a result, it was noticeable that the students used the expressions from the chunks provided and used them to share their findings in a speaking activity in which they had to do research and shared their own point of view about technology related topics.

Students used the expressions from the chunks of language from the expressions' bank to interact and share their findings, and saying what they thought about the best parts for a supercomputer. [sic]

(Field notes – first workshop)

Student Maria: To my mind the best aspects in a computer with excellent features are: a HD resolution, biggest capacity to store anything, a good graphics memory, a decent hard disk of 1TB. I consider that a Ram 32 Gb and a good processor.

Student Angie: In my opinion the computer should processing i12, the RAM of 32GB, a drive disk of 16 TB.

Student Maria: I agree with you.

Student Angie: Thanks. [Sic] [Trans]

(Audio recording, workshop N°1)

In the audio transcription we can see how students used the expressions provided to express their opinions in a more natural way. Some of the chunks of language provided in the materials were: to my mind, I consider that, in my opinion, I agree with you etc. Most students incorporated these speaking micro skills without difficulty. For other students, they had to resort to the materials to check the expressions before or while carrying out the speaking task. This was

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allowed by the teacher researcher and as a result students' confidence increased and they felt less afraid of making mistakes, as can be seen in the following excerpts from the interview:

Student 2: Muy buenas, efectivas totalmente nos han ayudado bastante a que fluyamos más al hablar, me siento mas cómodo hablando en inglés y eso es muy bueno.

Student 1: Pues creo yo que pues como si lo relaciono con eso cuando practica hay muchas cosas que si que de cierta forma pues si tienen que haber para que basicamente todo es en inglés entonces es bueno, la documentación también uno la aprende como ya a interpretar gracias a pues las clases y todo eso. Y por otro lado, pues también como emocionalmente el apoyo que se siente al interactuar con una persona que no tiene el mejor nivel sino que se apoya en uno para poder hacer las interacciones y todo eso y eso nos da mucha tranquilidad para hablar porque uno no le tiene miedo a equivocarse y aprendimos también que las equivocaciones nos ayudan a mejorar.

(Interview transcript, focus group)

Student 2: Very good, totally effective, they have helped us a lot to be more fluent when talking, I feel more comfortable speaking in English and that is very good.

Student 1: Well, I believe that if I relate it with the practice, there are many elements that must be there, because basically everything is in English so that is good. The documents as well, one learns to interpret them thanks to the classes and all of that. On the other hand, well also, emotionally, the support that can be felt when interacting with a person that doesn't have the best level and relies on me to interact and all of that and when speaking it is a calming experience, because a person is not afraid of making a mistake and we learned that mistakes help us to improve.

(Interview transcript translation, focus group)

Automatic use of chunks of language in speaking. This subcategory aims at explaining how students use the chunks of language in speaking and how this becomes an automatic process. Throughout the implementation, it was evident that students were becoming more autonomous while speaking. The inclusion of chunks of language started as a small period of conversation at the early stages of the implementation. In this regard Brown (2007) defines different types of classroom speaking performance, in which responsive is “short replies to teacher or student-initiated questions or comments” (p.329). In the same line of thought, Thornbury (2005) suggested that “the use of discourse markers that signals a speaker's conversational intentions” (p. 9). As it is evident in the artifacts, students were offered with an expression bank that contained discourse markers that they could use freely according to their reactions towards their

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classmates' presentations. As the students advanced their work, using the materials, their speaking performance changed from a responsive way to a more interpersonal way.


Lesson 5 Speaking

1. **Speaking Activity. Present your video game ideas.**
 - a. In pairs prepare a presentation in power point, prezi, pow toon or the media of your choice.
 - b. Present your ideas to the class.
 - c. React to your classmates' games ideas presentations. Use the expressions on the expression bank.

Expression Bank

Oh!
Well...
Wow!
Really?
That's interesting!
That's great
Good Job

Learning Strategy: Showing interest: Show that your classmates information is interesting, use expressions to demonstrate you are listening and interested in your classmates' presentation.



(Students' artifacts workshop N° 3)

After the first phases they didn't have to look at the workshop for the model anymore, they were using it without reading it at this point. They only read the information for the computer parts' specs they were talking about. [sic]

(Field notes – first workshop)

Student A: In my opinion the best equipment for teleinformatica is mouse logitech MX anywhere 2 because it has these benefits: the best interface bluetooth and 2.4 gigahertz wireless

Student B: As I see it, the best equipment for teleinformatica is the mouse modecast precision gaming because it has these benefits has a dpa of five thousand and has ten buttons. [sic] [Trans]

(Audio recording, workshop N°1)

After a few attempts students were not checking the chunk of language anymore and they interacted more autonomously from the model provided. [sic]

(Field notes – first workshop)

Student Sergio: The computer has a steel design and its operating system is windows 20

Student Monica: R2D2 the best computer in the galaxy because it is water resistant,

Student: Camila: it has the best processor,

Student Maria: it is approved by Skywalker ahhh hahahaha

[all students in the group laugh]

Student Sergio: and we have two designs dark side and light side.

Students: [all presenters say: What is your choice? in chorus]

Teacher: That's cool

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Student Sergio: Do you have any questions?

Student JD: i10 processor exists?

Teacher: [corrects JD, does i10 exist?]

Student Maria: it is personalized a new technology. *[sic]* *[Trans]*

(Audio recording, workshop N°1)

From the information above, it can be seen that students were evolving, becoming more spontaneous and speaking in longer sentences. Certainly, there were some pronunciation or grammar mistakes but their speaking micro skill of using chunks of language increased. In the data from the audio it is noticeable how students started to switch towards a more interpersonal speaking performance. More precisely in, Brown's words (2007) "interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information" (p.330). Likewise, Griffin (2013) stated that "communication takes place in face-to-face conversations, group discussions, telephone calls and other circumstances in which spoken word is used to express meaning" (p. 519) This definition refers to the type of communication students had since they were having a face to face conversation in which automatic use of chunks was evident. Although the dialogues in the students had as a goal the transmission of opinion on a technical aspect that is the supercomputer, students still took the opportunity to used emotional language, and sarcasm.

Students use the chunks of language for expressing opinion and show a higher degree of independence while using them. *[sic]*

(Field notes – second workshop)

Student Cruz: I need to talk with you

Student Arias: Sure!

Student Cruz: I would like to know about the department needs

Student Arias: I consider that our computers are outdated

Student Cruz: Why?

Student Arias: Because they work with the windows xp

Student Cruz: I don't think we can afford a new software

Student Arias: I think this a long-term investment that it will benefit us

Student Cruz: How important would you say those needs are?

Student Arias: oh, it's a very important because I will programming company

Student Cruz: Oh really! Then I'm going to buy a new software licenses

Student Arias: It was about time %\$*^%\$

Student Cruz: What did you say? You are fired!!!

Student Arias: I don't care, I want to leave this hellhole

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Students: (both students laughed) *[sic] [Trans]*
(Audio recording, workshop N° 2)

Students start comparing recycling the expression what do you have for ____? from previous activity in the workshops. *[sic]*
(Field notes – second workshop)

Student AngieU: What do you have for how to identify if a site is down?
 Student Felipe: I have the workers can't connect to a website but I can't...What about you?
 Student AngieU: I have network is actually missing, no more
 Student Felipe: What are the possible cause for the issue?
 Student AngieU: I have the configuration host is bad. What about you?
 Student Felipe: I have the DNS, the configuration is bad.
 Student AngieU: And what do you have for what protocols requests were mentioned?
 Student Felipe: I have Esnp protocol, what about you?
 Student AngieU: I have DCP protocol. *[sic] [Trans]*
(Audio recording, workshop N°2)

Active and meaningful use of lexical units. This subcategory is concerned with the use of lexical units or vocabulary that students used during the speaking activities. The contents of the workshops were based on ICT topics related to students' careers and the lexical units in them provided them with the tools to talk about technological situations. Some scholars like Folse (2004) point out that "vocabulary knowledge is critical to any communication" (p.23). Taking into account the aforementioned, vocabulary plays an important role in effective communication, and given the technological nature of the workshops this importance is more significant, due to the fact that when talking about technical topics it is mandatory to include vocabulary that students could use to communicate. As Wilkins (1972) points out, "While without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p. 111). Vocabulary, as a lexical unit is a very important speaking micro skill that cannot be taken for granted.

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4. What are the most common careers in video game development? Match the images with the words, write the word in the space provided.

Game designer ✓	Translator ✓
Computer Programmer ✓	Video Game Tester ✓
Computer Software Engineer	Technical support Specialist
Animator ✓	Producer ✓
Audio Engineer ✓	Marketing Manager ✓
Writer ✓	Sales Representative

Developed by Johana Cortés Figueroa

(Students' artifacts workshop N° 3)

The image shows a grid of 12 photographs, each with a handwritten label in a blue box below it. The labels are: 'writer', 'computer programmer', 'game designer', 'translator', 'audio engineer', 'video game tester', 'producer', 'animator', 'sales representative', 'marketing manager', and 'producer'. The images depict various activities: typing on a laptop, a person at a computer, a person holding a game controller, a person at a desk with multiple monitors, a person at a DJ mixer, a person holding a game controller with money falling around them, a person at a laptop with a 'Hello' sign, a person at a desk with a '5' sign, a person at a desk with a 'COMPLEX' sign, a person at a desk with a 'SUCCESS!' sign, and a person in a suit with a 'KONAMI' sign.

(Students' artifacts workshop N° 3)

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2. Speaking Activity: Discover the objects in my video game.

- Work in groups of five students
- Each one of you is going to get a paper from your teacher in which you have to write or draw two objects you would like to include in your video game.
- Ask a yes/no question to the classmate assigned to be the first. If the answer is NO, each of the classmates is going to continue asking questions until the object has been guessed.
- The person to guess the object gets 1 point.
- Continue asking questions until all objects have been guessed.
- In the expression bank box you can find example questions.

Expression Bank

Can you eat it?
Is it expensive?
Is it small?
Do you use it in real life?
Does (Pepito) have it?
Next person!
It's your turn
One try
You got it right!

Learning Strategy: Manage social interaction. With this strategy you work in groups, socialize and share information. you also express all your ideas and thoughts in English in a natural way when having a conversation with a partner, presenting ideas to the class or to the teacher.

(Students' artifacts workshop N° 3)

Students' artifacts depict the lexical units that students studied to be able to communicate in speaking activities at different points in the workshops. In the excerpt from the field notes we can see that students continue to use a chunk of language that was worked before and connected it to the new lexical units they were working on, like the computer parts.

Students spoke using small chunks of language "What can you do with ___?" While telling what they could do with each of the computer parts. [sic]

(Field notes – first workshop)

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Student Camila: What can you do with the monitor?

Student Mónica: With the monitor I can watch videos, I can't print photos, I can read letters. What can you do with the CPU?

Student Camila: With the CPU I can play video games in HD, I can build it, I can't make photocopies. What can you do with the speakers?

Student Monica: With the speakers I can listen to music, I can't scan, I can listen to videos. What can you do with the keyboard.

Student Camila: With the keyboard I can write my works, I can't listen to music. What can you do with the modem?

Student Monica: With the modem I can connect to the internet, I can download things, I can't write documents. What can you do with the mouse?

Student Camila: With the mouse I can select files, I can't read letters. *[sic] [Trans]*

(Audio recording, workshop N° 1)

At this point students were actively combining the use of the two speaking micro skills by recycling previous chunks of language and also incorporating the new lexical units about technology as it can be evident in the following excerpts from the field notes and audio recordings transcription.

Saying what they think on the best parts for a supercomputer, they use chunks of language the ones provided in the workshop, also they use the vocabulary that has been studied in the workshop. *[sic]*
(Field notes – first workshop)

Student Maria: To my mind the best aspects in a computer with excellent features are: a HD resolution, biggest capacity to store anything, a good graphics memory, a decent hard disk of 1TB. I consider that a Ram 32 Gb and a good processor.

Student Angie: In my opinion the computer should processing i12, the RAM of 32GB, a drive disk of 16 TB.

Student Maria: I agree with you.

Student Angie: Thanks.

Student Barry: In my opinion my computer should have a processor i12, a RAM of 32 GB and driver disk of 16TB. To my mind the monitor in 4k in full HD and the wireless keyboard and mouse.

Student Alex: In my point of view the aspects for a good computer are a monitor 4k, hard drive 1tera, hard disk 1tera., a 2GB video card, intel core i7 duo processor liquid cooling system, and a memory ram 8GB, HD resolutions. *[sic] [Trans]*

(Audio recording, workshop N° 1)

Chapter V

Conclusions and Pedagogical Implications

This chapter presents the main conclusions and implications of this research study after the analysis of the data with the aim of answering the research question stated which is: How do the design and implementation of workshops based on communicative activities impact on two speaking micro skills of Information Technology students at SENA? It describes the pedagogical implications for the EFL and teaching community, for the institution where the study took place, for the students and for me as a teacher researcher and materials developer. Finally, it presents the limitations found during the study and questions for future research.

Conclusions

Regarding the research question stated for this study, it can be concluded that the design and implementation of workshops based on communicative activities had a positive impact on the improvement of two speaking micro skills. Through the analysis of the data gathered, three categories and nine subcategories were drawn. Each of these categories was related to each of the main constructs taken into account for the development of the materials that were implemented in the English class. As stated by Núñez et al., (2009) “teachers know that their students are unique individuals who also have different learning styles” (p. 17). Likewise, “the degree of acceptance by learners that teaching materials have may vary greatly according to the novelty, variety, presentation and content used in them” (p. 184). The materials designed took into account students’ needs and likes to attain a good level of acceptance.

Materials developed for the implementation were three workshops with five lessons each in which all the language skills were targeted, giving priority to speaking and including speaking practice through all the materials, keeping in mind students specific needs. In this regard, Ur

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(1996) draws attention to “Teacher-made materials are arguably the best there are: relevant and personalized, answering the needs of the learners in a way no other materials can” (p. 192). In this sense, the materials developed took into account learners’ needs providing them with uniqueness and proving to be the best for impacting in a positive way two speaking microskills.

A positive impact was observed on students increasingly becoming engaged in speaking practice and with the materials that provided them with a scaffolded structure for speaking practice, students increased their autonomy when speaking. This was usually evident in the final speaking activity at the end of each workshop. The materials as it could be seen in the data impacted the students in a positive way. The colors, the design and the technology topics were liked by students. However, there were some ups and downs during the implementation of the workshops. One of them was due to the length of the classes and some activities, such as reading decreased students’ motivation a little. Despite this, students had a positive attitude once a different type of activity was started.

Moreover, two speaking micro skills that were the use of chunk of language and the use of an adequate number of lexical units (words) were developed. According to Thornbury (2005) speaking is part of everyday life and for that reason this important aspect also translates into the English class. During the deployment of the materials, speaking had a higher level of significance. As a result, students enhanced their overall speaking skill by means of learning and using chunks of language on different occasions and during different activities within the implementation. As a result, students slowly increased their confidence in their speaking ability, starting with using small chunks of language and then incorporating them into their speaking and communicating in class activities and with their classmates. In this way, communication was more natural and fluid.

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However, in the speaking micro skill relating to lexical units, some students manifested difficulties towards the use of basic vocabulary that was not included in the design of the workshops. This was due to the fact that the workshops aimed at including technological topics through the use of CLIL and also because the students have different levels of English proficiency. On the other hand, students combined the use of the two language micro skills, incorporating the technical vocabulary included in the workshops to achieve the goals of the communicative activities.

Subsequently, it can be concluded that the communicative activities in the materials fostered the work with language and work-related scenarios that was relevant to the needs of the students. By the same token, Folse (2006), asserted that “every speaking class needs something to discuss, the topic. The choice of topic is crucial, the topics should match your needs analysis of your students” (p. 22) Taking the aforementioned into account, students could practice their speaking micro skills in communicative activities on technological jobs simulated scenarios and topics. They were able to use and increase their use of ICT vocabulary in contexts that were meaningful to them. It was evident during the work on these specific communicative situations that students recycled previous chunks of language and lexical units. The materials were highly beneficial to students in terms of having a steady increase in speaking time, becoming more fluent and expressing their opinions and ideas in a more natural way. It is evident as well, that students enjoyed their work with the materials as we could see it in the different instruments used in this study.

Pedagogical Implications

This research study had different pedagogical implications for me as a teacher, researcher and materials developer, the EFL and teaching community. As a teacher, I learned about the

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importance of creating materials that suit the specific needs of my students, materials that impacted in a positive way on their learning of English as a foreign language. Also, it was important to be able to contribute to the field of materials development and teacher research; for the institution, where the study took place and for the students.

The pedagogical implications of this research are seen in three main aspects. The first one is in the field of materials development it is important to develop materials keeping in mind students' needs but also taking into account their English for specific purposes needs. I considered it important to include contents that were both appealing to students and relevant to their professional careers. The second aspect concerns speaking and more specifically two speaking micro skills. When students are given opportunities to speak at different points during the class, they slowly increase their confidence. This is also complemented with the inclusion of chunks of language and lexical units that provide students with tools to speak. The third aspect is to do with the communicative approach, in which activities include different moments that fostered interaction. The fourth aspect was CLIL, in which the contents taught were related to information technology topics through English as a foreign language. The types of activities also offered variety and the inclusion of different learning strategies. I concluded that it is important to design activities that involve the use of the left and right sides of the brain and can link technical topics with artistic expression.

Limitations

During the implementation, one of the main limitations was time. Students were assigned only one class per week and due to the nature of the three workshops developed, that included five lessons each, the accomplishment of all the implementation took more time than what was

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originally planned. In addition, the classes that were canceled by coordination because students had to go to other academic events, made the implementation delayed by three more months

Further Research

Taking into account all the events that happened during the implementation and also the data and findings stated in this research study, I propose the following research questions for future research studies:

What is the impact of ICT reading activities based on CLIL on language acquisition and proficiency?

How can the design and implementation of games that involve technological topics impact students' motivation?

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Appendices

Appendix A: Survey

Centro Gestión De Mercados, Logística y Tecnologías de la Información



Encuesta sobre desempeño en clase de Inglés

Nombre: _____

Programa: _____

Encuesta para aprendices sobre el desempeño en habilidades comunicativas en las clases de Inglés

Querido aprendiz, agradezco tu interés y disposición para resolver la siguiente encuesta, por favor lee las preguntas cuidadosamente y contéstalas en su totalidad, selecciona la respuesta más adecuada de acuerdo a tus experiencias en clase.

1. Por favor evalúa tu desempeño en cada una de las siguientes habilidades en inglés. (Marca con una X)

	Excelente	Muy Bueno	Bueno	Regular	Insuficiente
Speaking (habla)					
Listening (Escucha)					
Reading (Lectura)					
Writing (Escritura)					

2. A tu criterio, selecciona el grado de dificultad al realizar actividades en clase relacionadas con las siguientes habilidades comunicativas. (Marca con una X)

	Muy Facil	Facil	Moderado	Difícil	Muy Difícil
Speaking (habla)					
Listening (Escucha)					
Reading (Lectura)					
Writing (Escritura)					

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3. ¿Cómo te sientes cuando realizas las siguientes actividades en la clase de inglés? Selecciona todas las opciones que apliquen:

	Feliz y relajado	Ansioso	Nervioso	No Motivado
Completar actividades				
Hacer ejercicios de escucha				
Realizar diálogos con tus compañeros				
Hacer presentaciones delante de la clase				
Escribir composiciones en clase				
Realizar ejercicios de lectura				

4. ¿Cómo te sientes al realizar actividades de habla en clase?

5. ¿Qué se te dificulta/facilita al realizar actividades de habla en clase?

ICT WORKSHOPS BASED ON CLIL TO IMPACT SPEAKING

6. ¿Sientes la necesidad de usar español cuando realizas ejercicios de habla en inglés? Por qué?

7. Interactúas con tus compañeros en inglés durante las actividades en clase? Si lo haces, cuando lo haces? Si no, por qué no lo haces?

8. ¿Usas estrategias de conversación para expresar tu opinión, para corregirte, para explicar y expandir información en las actividades de habla en clase? O para clarificar información?

Thank You

ICT WORKSHOPS BASED ON CLIL TO IMPACT SPEAKING

Appendix B: Field Notes Form**Johana Cortés Figueroa****Date: February 6th****Class: Workshop 1 class 1****Topic: Sensitization, consent forms and implementation****Research Question: How does the design and implementation of workshops based on communicative activities impact on two speaking micro skills of information technology students at SENA?**

Activity	Field Notes	Analysis and Comments
Teacher hands out the consent forms and explains what the research is about	Students sign the consent forms and decide on their pseudonymous name. The teacher presents the research project and its objectives, students answer the questions and sign.	Attractive presentation
Teacher hands out workshop #1 to the students and starts the first class	Teacher introduces the first workshop, explains the unit opener and checks that everyone has signed the consent forms. Students comment on the design and the workshop - they like the presentation, the colors and the images. Students are curious and enthusiastic about the pictures and characters in the workshops.	It is evident that students are having a good time while working with the materials. It can be seen that the introduction of the new materials have fostered their interest in learning about technology and English at the same time. They like the characters chosen for the learning strategies presentation.
Students work on the activities on the workshop	Teacher gives instructions and clarifies them. Also, she checks for understanding. Students work and interact with each other, there are a lot of giggles and laughs as they work on the activities.	Students are presented with the materials that are going to be introduced in the following classes; they were trained by the teacher to make the most out of the materials. Also, the teacher makes sure that students understand the importance of the learning strategies and how to use them in the development of the activities. At the end of the class it can be seen that students know how to use the materials and also what the objectives of the research are.
Teacher clarifies the instructions and trains students on how to understand instructions	Students ask questions and understand how to follow instructions and become aware of the importance of the learning presented in the workshops. They understand that those learning strategies are going to help them develop the activities in an easier way.	

Appendix C: Focus Group Interview

Centro Gestión de Mercados, Logística y Tecnologías de la Información
Universidad Externado de Colombia
Maestría en Educación
Proyecto de Investigación
Johana Cortés Figueroa



Queridos aprendices,

La siguiente es una entrevista diseñada para identificar sus percepciones sobre la implementación del material didáctico en clase y su impacto en la habilidad de habla en inglés. Agradezco de antemano su colaboración al responder estas preguntas con total honestidad.

- 1.¿Qué tal les parecieron los materiales que usamos en la clase ?**
- 2.En qué forma las guías contribuyeron o no al desarrollo de habilidad de habla en inglés ?**
- 3. De qué manera ha cambiado su forma de hablar en inglés con la experiencia que tuvo con la implementación del material? En caso positivo, en qué aspectos es esto más evidente para ustedes? En caso que no ha cambiado en nada, a que se debe esto?**
- 4. ¿Cómo les parecieron las actividades comunicativas que fueron incluidas en el material?**
- 5. En qué medida estas actividades comunicativas se relacionaron o no con ustedes?**

Thank You

Appendix D: Informed Consent Form

Bogotá D.C, Febrero 7 de 2017

Aprendices Área de Teleinformática
 Centro de Gestión de Mercados, Logística y tecnologías de la información
 SENA

Apreciado aprendiz:

Respetuosamente me dirijo a usted para solicitar su colaboración y consentimiento para la participación en mi proyecto de investigación ICT Workshops Based on CLIL to Impact Speaking, el cual he venido desarrollando como parte de la maestría en Educación de la Universidad Externado de Colombia.

El propósito de mi investigación es implementar material didáctico de mi autoría, que consiste en tres talleres que involucran el uso de contenidos técnicos pertinentes al área de teleinformática y con el cual se desea analizar el impacto en la habilidad de habla en lengua extranjera. Su participación en este proyecto de investigación es voluntaria y su identidad se mantendrá anónima si así lo desea por medio de la utilización de un seudónimo. La información será recolectada a través de diferentes instrumentos que incluyen grabaciones de audio recolectadas en clase, los talleres desarrollados, y una entrevista corta. Esta información será de uso exclusivo para la presente investigación. Si en algún momento siente que desea dejar de ser participante lo puede hacer sin comprometer su relación con la profesora investigadora.

Agradezco la atención prestada y espero poder contar con su aprobación para la realización de la presente investigación.

Cordialmente,

Firma de Aceptación de Aprendiz
 Teleinformática

Leidy Johana Cortés Figueroa
 Instructora Inglés Teleinformática

 Nombre: