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The impact of the integration of ict on elementary efl students' vocabulary at the corporación unificada nacional cun through writing communicative tasks

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**THE IMPACT OF THE INTEGRATION OF ICT ON ELEMENTARY EFL STUDENTS'
VOCABULARY AT THE CORPORACIÓN UNIFICADA NACIONAL CUN THROUGH
WRITING COMMUNICATIVE TASKS**

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LICENCIATURA EN LENGUA CASTELLANA,

INGLÉS Y FRANCÉS

BOGOTÁ D.C., JUNIO de 2014

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**Trabajo de grado presentado como requisito para optar al título de:
LICENCIADO EN LENGUA CASTELLANA, INGLÉS Y FRANCÉS**

Director:

LUIS JESUS RINCON USSA

**UNIVERSIDAD DE LA SALLE
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
LICENCIATURA EN LENGUA CASTELLANA,
INGLÉS Y FRANCÉS
BOGOTÁ D.C., JUNIO de 2014**

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Dedications

There are a number of people who make this thesis possible and to whom I am greatly indebted. First of all I want to thank God for giving me strength and wisdom in the completion of this project. I also want to dedicate this investigation to a friend “Leandro Aldana” who inspired me no to give up when fighting for something as he did, but unfortunately a cancer took his life away. Finally, I want to dedicate this goal to my wife Julia and my family; my mom Yolanda Camargo, my grandma Maria and siblings Leo and Karen.

Lubin Fernando Franco Camargo

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Abstract

ICT role in education nowadays is not only important, but also effective, White, (2008), its advancement allows a vast opportunity to be explored by EFL teachers into the EFL classroom. This action-research study was envisioned and carried out from our teaching practicum at CUN. Observation and Implementation stages determined the impact of the integration of ICT in EFL classrooms, taking into account as a main strategy the “ICT”. This is an action research conducted through qualitative approach that included a methodical process through data collection of journals, video transcription and aptitude test, so the application of these instruments could help us identify certain points of particular interest providing self-reflection on our own teaching-learning processes regarding as found problems; the lack of autonomous learning habits, limited materials and communicative problems such as lack of writing skills, Lack of vocabulary and grammar mistakes. Our strategies implemented have to do mainly with the integration of ICT, particularly the use of wikis and blogs in order to ease students’ learning processes and improve vocabulary through writing communicative tasks as stated by Bartolomé, (2004).

He also affirmed that universities and the educational system must prepare students as citizens and future professionals by using ICT in order to involve them in a self-making decision and the information access that evidence such quality education.

Keywords: *Action Research, ICT, Vocabulary Learning, Writing tasks*

Resumen

El papel de las TIC en la educación en la actualidad no es sólo importante, sino también eficaz, White, (2008). Su avance permite una gran oportunidad de ser explorado por los docentes en el aula de inglés como lengua extranjera. Este estudio de investigación-acción fue

concebido y llevado a cabo desde nuestra práctica docente en la CUN. Las etapas de observación e implementación determinaron el impacto de la integración de las TIC en las aulas de inglés como lengua extranjera, teniendo en cuenta como estrategia principal el "TIC". Esta es una investigación acción realizada a través de un enfoque cualitativo que incluyó un proceso metódico a través de la recopilación de datos de diarios, transcripciones de video y prueba de aptitud, para que aplicación de estos instrumentos pudiera ayudarnos a identificar ciertos puntos de particular interés proporcionándonos auto reflexión sobre nuestro propio proceso de enseñanza-aprendizaje, en relación a problemas encontrados como falta de aprendizaje autónomo, los materiales limitados y problemas comunicativos, falta de habilidades de escritura, errores gramaticales y falta de vocabulario. Nuestras estrategias implementadas tienen que ver principalmente con la integración de las TIC, particularmente el uso de wikis, blogs y *Speechyard* para facilitar los procesos de aprendizaje de los estudiantes y mejorar el vocabulario a través de tareas comunicativas de escritura enunciado por Bartolomé, Antonio (2004). Él también afirma que las universidades y el sistema educativo deben preparar a los estudiantes como ciudadanos y futuros profesionales utilizando las TIC con el fin de involucrarlos en una toma de decisión y al acceso a la información que evidencie dicha educación de calidad.

Palabras clave: *Investigación-acción, TIC, Aprendizaje de vocabulario and tareas de escritura.*

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Chapter 1

Introduction

This research derived from the pedagogical practicum at the *Corporación Unificada Nacional* (CUN) which began in the second semester of the year 2012 and continued through the following two periods of the year 2013. During that mentioned time, we observed nine English Foreign Language (EFL) classes of different levels from A1 to B1, according to the Common European Framework of Reference for Languages (CEFR), throughout the time of the pedagogical practicum promoted by La Salle University at the CUN. We analyzed data collected from these observations considering premises and solid theories of the action research methodology, and data found in diverse sources, such as journals, writing tasks, video transcriptions, aptitude tests and class artifacts. From this analysis, we realized that students' lack of vocabulary, as well as, their writing inaccuracy could be intervened by another issue that was noticeable, being the least concurred: The lack of use of Information and Communication Technologies (ICT) in class, in order to supply an effective way to enhance learning and teaching (see appendix B, J, L, O).

After identifying the main problem, which is the interest of this research, research team members started to ask themselves, "*How effective is the integration of ICT on elementary EFL students' vocabulary at the CUN through writing communicative tasks?*". taking into account that CUN mission and vision are closely related with technology professional involvement. This question emerges out of the observation and categorization, having the least mentioned category obtained as *the Use of ICT* and the highest one as *Writing inaccuracy and Lack of vocabulary*. Subsequently, after ICT implementation, the practicum time periods that followed presented a higher level of interaction with the students, and there was more control of the classes, which

greatly served to demonstrate the beneficial relationship between the integration of ICT and EFL learning processes of students (see figure 3). Through the implementation and use of current technology-enhanced learning and teaching strategies like Wikis, blogs and educational platforms (*Speechyard*), it became evident that students' EFL vocabulary through communicative tasks significantly improved. The class artifacts collected, as well as the evidence provided by the ICT tools themselves after students' participations give account for these relationships just stated.

As researchers, we had the opportunity to see the relevance of ICT implementation based on the theoretical framework and data analysis. Therefore, we can say how important ICT use has become in educational processes, and how demanding the necessity to interact and communicate in a competent and fluent way, through the practice of English by using technological devices and tools is, in order to improve and facilitate the development of different communicative skills involved in teaching-learning process. As we had the opportunity to observe and experience through our teaching practicum, we also became aware that ICT have an effective impact when we implement them in EFL classes (Laurence, 2006).

For this reason, language communicative activities have an important role in students' second language acquisition, but their positive outcomes are coming directly from the application of audio-visual materials that enrich this process. In so doing, teachers and students are involved in meaningful aspects when teaching or learning a language, because they will be jointly aware of their own processes, as stated by Neo (2004), since ICT has influenced teachers and students progression by promoting an innovative teaching and learning technique.

Therefore, this research renders as a result that when the teacher implements ICT in the classroom, it turns out into a facilitator. Since we found evidence which suggests that the

effectiveness of the integration of ICT in the CUN EFL classrooms provides a constructive and positive impact on the students' vocabulary learning process, through writing communicative tasks; even when there is lack of ICT material and students' books, and students' late arrivals due to displacement time.

However, this research also supports the idea of an evident relationship positioned as a means to foster teaching and learning practices, as well as the new pedagogical ICT practices proposed and applied in classes were fruitful in terms of students' participation and final products. It proves that it is possible to improve students' vocabulary within contextualized activities for communicative purposes.

Finally, this project extends our knowledge about the benefits and advantages that come along with the implementation of current technology-enhanced learning and teaching strategies. We recommend ICT implementation as a captivating and motivating tool in learning and teaching of EFL at schools or universities, considering its effectiveness, teachers' capabilities and, educational and academic issues, in order to improve students' performance, through communicative writing tasks. We also offer this research as a reference study for those who try to implement ICT in the new pedagogical practices for teaching languages.

Justification

Nowadays, education needs to have professionals who are passionate about carrying out research with social and pedagogical impact, as well as professionals who are willing and committed to achieving significant break-throughs in the spaces where teaching and learning processes take place (Turner, 1999). For this reason, this research team strongly stands for the ideal that education through systematic and organized research projects such as this one is the

central engine for the transformation of different academic spaces as to enhance the reality of our teaching and learning contexts.

We do not intend to change the entire teaching and learning reality in which we live, but to change the EFL learning perceptions and realities of those students who we were interacting with, so they can become active managers of their own process, with the expectation of creating a social and pedagogical impact.

Hence, as language teachers, we may say this research is important not only for a specific population, but also for future teacher researchers who want to involve ICT in an innovative EFL class leaving aside traditional teachings, since we understand that our interactions with the CUN students in the classroom have to go beyond the language we teach. It is, undoubtedly, as important as one of the institutional aims to help students build an autonomous, critical, and collaborative character concerning the most relevant problems their learning processes have to face every day, so they can work on a quest for doable and feasible solutions.

Furthermore, our mission is looking for updated means to facilitate the construction of those vital tools in our CUN students by observing, reflecting, analyzing and evaluating the daily exchanges that occur in diverse teaching and learning spaces. From an academic perspective, we believe we can take advantage of the technological progress, concerning information and communication, which we experience every day to be able to accomplish the previously described goal (Pelgrum and Law, 2003).

Context

Description of the context

This study was carried out mainly with A1 and A2 students according to CEFR (See Appendix I) and a classification test guided by the home teachers at the CUN in order to sort

them in their proper English level, but unfortunately we were not able to evidence such classification since it was taken previously prior to observation stage. On the other hand, it is important to mention that the facilities of the university are located in a commercial zone making the external classrooms sometimes impossible to run a class because of the traffic and the nightclubs surrounding the university.

Despite the university follows CEFR guidelines, it is remarkable to say that there were students with higher English levels than others, so in this regard, it is important to mention that in Bogota there is a bilingual program being implemented called “Bogota Bilingue”, this is a ten-year plan from the district, whose objective is the implementation of educational environments for the development of a second language, in order to achieve the bilingual training of the population, but, during our first observational stage we noticed that the CUN focuses on a teaching and learning methodology with the purpose of learning English for employment purposes, to improve the quality of life (See appendix F).

Setting

This project took place at the CUN University branches located in downtown, exactly at the Geo Branch, (see appendix G). CUN started thanks to *Ministerio de Educación Nacional* (MEN) approval, which authorizes to provide professional formation in propaedeutic cycles with registry for technician and professional careers.

The CUN University is an institution committed with an integral, social and human formation through an innovator model, since they stated in their vision that in 2022, expect to be a respectful, innovative and recognized institution nationally and internationally, due to its contribution to the social transformation. CUN University is permanently transforming learning of their students with technological innovation, and an integral formation of leaders with an

overall business global vision. All of these developed through its two schools: Administrative Sciences and Communications Engineering by using classroom and distance study methodology.

However, such technological innovation was something we did not evidence in the first observation stage in EFL classes since the classes were merely traditional, it means that students learn by following teachers' instructions in order to complete an academic book that more than half of the students did not have (See Appendices H & L).

The CUN has three different English courses distributed as follows: English for everyone, English for children and Specific courses. According to the CUN, they apply a communicative approach on these courses, because all the students are exposed to learn communicative skills through the interaction of the student, the teacher and the information. The CUN English Department is in charge of these learning programs, known as GEO language Center, in which English is part of the curriculum with other selective languages involving from administrative careers to chef and catering courses, but CUN locates the most of students at GEO Languages Branch, where we observed our participants.

When students start their professional studies, CUN applies a test to classify them according to the reference levels established by CEFR for Languages and place them on the different English courses; these levels are A1, A2, B1, B2, C1, C2 (Council of Europe, 2001)..

Participants

We held observation specifically in classrooms: 202, 302 (B1.1) and 402 (B1.2) (see appendix D). CUN assigned these three different groups of students from different branches who, in general, were mixed population of all ages (17-40 years old), mostly young people who have to work during the day and study at night. It is also relevant to mention that all the students came from different academic programs (e.g. accounting, engineering, chef and catering,

administration and tourism), as well as they were classified in different English levels, which provides some advantages at learning a foreign language to some ones, and not so many to others.

Table 1.1

Graphic of number of students per stage and CEFR English levels

Term	2012-II	2013-I	2013-II
Researcher 1	(26 Students) B1	(23 Students) A2	(14 Students) A1
Researcher 2	(8 Students) A1	(10 Students) A1.1	(26 Students) A2.1
Researcher 3	(21 Students) A1	(28 Students) A1.1	(19 Students) A2.1

Table 1 shows the three different groups we worked with during our practicum process, and their English level according to CEFR and teacher researcher assigned for each group as well as the number of students. Although the students' levels are determined through a placement test according to CEFR, but unfortunately it was a form only for the students because of university policies about confidentiality during our first stage, even so, we had students from A1, A2 and B1 in the different courses; but the most common characteristic issue we were able to observe, was the limitation with the use of didactic material. Then, our principal intention is to teach the second language, and to show students how they can use ICT, not only for learning English, but also to study, communicate, discover information that could be considered important for their professions by using technology that permit to show and determine the effectiveness ICT has on EFL students' vocabulary through writing tasks.

Our research project aimed to have a significant social and academic impact on the CUN's students, with whom we have given the chance to share this EFL learning process. To achieve this, we founded our research process on La Salle University's social and investigative

baselines, with the main purpose of contributing to the comprehensive and sustainable development, improvement and productive transformation of the society, carrying out investigation with pertinence and social impact through Christian values such as: solidarity, fraternity, honesty, social responsibility, respect, tolerance, hope and faith.

Statement of the problem

After an exhaustive research process, which began in the second semester of the year 2012 –II, we observed three different EFL classes at CUN, producing approximately 22 observation journals, written in order to steer us through the path of discovering the research problem (see appendix F). Thus, due to data collection importance, the instruments applied throughout this research process were journals, writing-task samples and one video recording which gave account that students could not communicate in English because of lack of vocabulary as shown the highest occurrence through open coding, as well as the least mentioned as observed which was the use of ICT (See Figure 2 & 12), (see appendix D, J, M,). According to Burns (2010), journals are a way to capture the events that happen in research, he stated they are also extremely useful though as a way of capturing significant reflections and events in an ongoing way. She also quoted the use of videos as “an instrument that allows us to perceive the reality in the educational context”. (p. 89).

As observed in Figure 1, our first observational stage was collected through 22 journals, 8 writing tasks and a video transcription, collected during the first observational stage, which allowed us to identify the main problems consolidated with data triangulation (Cohen and Manion, 2000). After having as object of study 3 different EFL classes at the CUN, 2012-II in groups G402, with 26 students, G308 with 8 students and P202, with 21 students, showing as remarkable categories in each one of the classrooms represented through occurrence times, such

as students' lack of materials, sentence construction inaccuracy, students' lack of vocabulary which is the highest number of occurrence 21, codeswitching and use ICT materials.

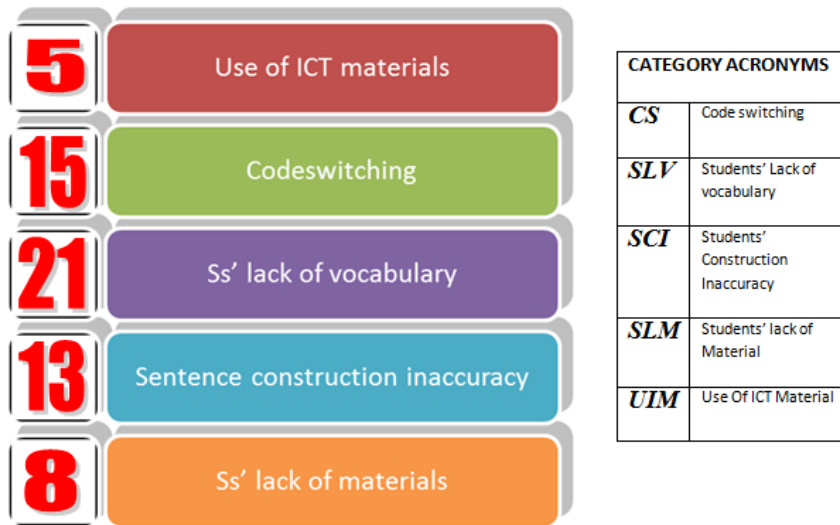


Figure 1: Graphic Representation of Number of Occurrences of theoretical coding during Diagnostic Observations 2012-II

Groups G 402, P 202 and G 308 displayed 15 recurrences in CS, phenomenon which made us wonder as researchers about the possible causes it had in the English learning process in terms of the continuous Spanish language use by students, being this sort the second highest category. Additionally, we were also able to observe another highly-occurred category SLV (21) in the three groups, according to journals, writing tasks and video some students might be included in this category taking into account some subcategories such as self-motivation, bad study habits or lack of commitment. Equally important, there's another category SCI which shows (13), highlighting the several structural mistakes when writing such as; bad spelling, grammar inaccuracy, as well as SLM which displays (8) showing that the only material of work were an English book, which most of the students couldn't have it because they considered it

unnecessary and expensive as well and the white board for teacher's explanations and finally UIM with (5) which is our greatest disconcerting issue in terms of being the least mentioned among all these categories.

As for the journals collected in which can be found one of the categories mentioned (CS) can also be seen how some students use Spanish to communicate before the instruction by saying he could answer the question using L1 (see appendices F, G & H), then another student (s4) uses L1 to ask for a word meaning. To be more precise, our observations rendered and revealed students' limited exposure to English, lack of vocabulary, code- switching, grammar inaccuracy, limited materials and writing mistakes in sentence construction, being these the most relevant findings.

Another research interest was the evident absence of technology in classes against what stated by the CUN principles in their academic programs, and we are aware now that ICT are effective media for enhancing instruction, teaching and learning (Pelgrum and Law, 2003). Hence, EFL process with no technology implementation in the classroom has to be recognized as a way in which we fail to benefit from many opportunities. All the previously and briefly described evidence is consistent with the journals, the writing tasks and the video transcription, collected during the three semesters, which consolidated data triangulation (Cohen and Manion, 2000).

Thereby, this lack of occurrences were based on what was previously stated about the relevance and importance of ICT integration in the classrooms is what we teacher-researchers, have decided to analyze in-depth because in the EFL classes we had the chance to observe, we noticed that the CUN students were limited to only use the English book and the board while technology issues are included in CUN mission and vision and all academic programs, but this

was not observed in any observation stage, regarding that technology can help learners foster the development of language skills (Dudeny G. and Hockly N., 2007).

The second most repetitive identified occurrence was, in fact, student's writing inaccuracy in sentence construction. As far as we are concerned, through ICT implementation we consider EFL students could possibly increase their vocabulary and this will eventually make their writing skills stronger (Vurdien, 2010).

Research Question

Based on data collected used to solve the research problem, the research question became evident in this sense: How effective is the integration of ICT on elementary EFL students' vocabulary at the CUN through writing communicative tasks?

General Objective

To determine the effectiveness of ICT integration on elementary EFL students' vocabulary acquisition at the *Corporación Unificada Nacional* CUN through writing communicative tasks.

Specific Objectives

To identify EFL students' initial and final vocabulary level through writing tasks.

To analyze how wikis and blogs can help students improve their vocabulary in English class within contextualized activities for communicative purposes.

To determine whether there is an impact of ICT on technology-enhanced learning and teaching strategies in order to improve students' performance through communicative writing tasks.

Chapter 2

Antecedents

The new educational processes around the world concerning ESL have undergone the ICT advance through the language teaching traditional methodologies, so we have compiled a number of previous researches according to ICT integration's importance and socio-pedagogical impact. Jirky (2003) proposed some structures of communication in order to contribute to restructuring of the ICT research field when implementing ICT in Education by describing paradigms and structuring communication systems in E-Education. In other words, he explains some positive stages and the impact it has in English classes when implementing ICT at schools. He also stated that the ICT integration in schools created an immersion of the learning theoretical foundation, which is known as "techno-economic paradigms" demonstrating in this way that ICT has socio-cultural approaches associated with a globalized education system.

In addition, White (2008) proposed a discussion about the trends, roles and indication of areas for future research, concerning the use of ICT in education and the varied success it has brought not only new processes of learning and teaching but productivity and service demands. Although he also explained that this is still miserly in research to improve better educational practices, his research starts with a brief story of ICT exposing critical thinking of the future of ICT and the way it may be viable in the context of education. Taking into account the previous authors, we can assert that the ICT integration has multidimensional effects that allow having positive impact in schools teaching practices when involved in the knowledge construction.

On the other hand, Twining (2002) proposed Computer Practice Framework (CPF) as a conceptual issue that can help beginning teachers who are provided the means to practically and progressively integrate computers into classrooms. His research also proved that the use of

computers is actually a real fact sponsored by the New Zealand government as mandatory, taking into account its importance in education and how this process is involving the transformation of school curriculum. Finally, he concluded that the integration of computers is not the only path teachers have to improve their educational practices, but it is also important the teaching experience on how to prepare a lesson plan.

Therefore, it is also important to examine the effectiveness of their pre-service technology and computer programs in order to redefine the real students' needs instead of filling them with saturated information from technology. Equally important, in terms of assessment, Oredo (2008) presented a case study of the primary teacher training colleges in Kenya, in order to discuss about the importance of training and evaluating teacher's performance on ICT usage looking for reaching meaningful teaching and learning. This research focused on the use of computers as well as the significant changes it had. In spite of the amount of the computers, considered low, the most important aspect was that this study focused on learning computer skills leaving aside the academic processes, during the time spent on a computer.

We can benefit from ICT by teaching or learning languages as researchers when there are not adapted spaces for its implementation, so we can say it is mostly effective due to evident fact that the majority of the students were already responsive and familiar to its use. It also became something motivating for them as quoted by Maizurah (2007): "Even more, it was found that ICT was not only being integrated into the ESL classroom, but it also helped the teaching and learning process as well as motivating to students to learn" (p. iii). This study evidenced that whatever formed population, this tool has become an efficient means to engage and motivate students' learning processes. This research also focused on the availability of ICT facilities in secondary schools in Malaysia as well as four main research questions proposed concerning the

availability of ICT classrooms, the ICT integration, how useful they were in classrooms as well as the effectiveness in teaching and learning processes.

Ilomäki (2008) explained that the application of technical resources of ICT at school and at home were effective and motivating for students who from their final process were capable to problem solving activities and became expertise on ICT usage. This research also explained how challenging is imposing technology when requiring teaching praxis, but it focused particularly on three main issues, such as ICT use and competence, teacher and school community and learning environment on teaching practices.

Samuel and Zaitun (2006) stated that all English lessons that include multimedia activities are successfully influential and motivational issues in class curriculum. They also stated that exploitation and integration of ICT tools could indeed support students in acquiring English Language proficiency as well as improve the quality of their learning knowledge. Finally, their research recommendations were that teachers should implement interactions of ICT in order to enhance the learning and teaching of English.

The contribution of these authors shows us that the effectiveness of ICT integration does not have to do with technology expertise, but it is also linked to influential and motivational aspects that engage students learning process allowing them to improve English language proficiency.

In contrast to the previous study, Rafiza and Adelina (2004) conducted another research in which they mentioned the advantages of a *dialogue journal*, which raises the use of e-mail technology in order to improve and develop students' writing skills in English Language and, at the same time, how its use promotes better teaching processes in the Malaysian secondary schools. Likewise, Azilah and Mona (2006) discussed the importance of ICT and how competent

teachers must be when implementing it in ESL classes, secondary school teachers from 44 schools in the northern of Malaysian where the participants of this research.

They concluded that teachers were not confident when integrating ICT in their lessons because of the lack of applicability knowledge. Finally, Monstad (2004) proposed the ICT importance through the visions and plans defined by the United Nations (UN), through a program called MDG that stands for *Millennium Development Goals*, putting forward ICT as an important tool to develop countries in some specific social areas regarding education, health, farming and government.

Another study concerning ICT drives a specific language skill, regarding e-learning as a useful tool to improve students' writing skills as quoted by Norlida and Supyan (2004), focused their study on the discussions on the learners' perception on language attitude on the degree of helpfulness of the web-based language learning activities. The researcher findings displayed that e-learning is not only an effective tool that enhances students' writing skills, but it changes in a positive way students' motivation and attitudes in their learning process.

Similarly, Ponnudurai (2011) conducted a based-constructivist research, in which she mentioned the argumentative content of ICT activities in order to improve vocabulary usage. She concluded that learning vocabulary is important because it is an aspect of high-quality writing and that printed material does not make any difference than working in an ICT environment since she showed the effectiveness of ICT through the implementation of an online web site called (Vp-v3 classic).

All mentioned contributions are essential to the purpose of implementing ICT tools in EFL classrooms in order to enhance teaching and learning. Nonetheless, it is critical that both appropriate training as for the correct use of and flawless access to those tools be guaranteed for

all the people involved in the process. In that way, they can be highly illuminative in terms of understanding the different benefits derived from carrying out a project of this kind. Once communicative tasks start to be implemented by means of blogs, wikis, and on-line academic platform entries, some of those benefits will likely become evident as students begin to actively engage in a wide variety of writing communicative tasks proposed and applied in classes. In that regard and after the systematic analysis of all the data to be collected, a significant improvement regarding students' vocabulary learning will hopefully emerge as a result of the effectiveness as well as the encouraging and interactive nature of the diverse media tools to be integrated and which the previous antecedents gave the theoretical foundations to.

Legal Framework

“In 1979, after a visit by the Colombian President to France, a decree was issued, making English compulsory for Grades 6 and 7 and French mandatory for Grades 10 and 11, with a free choice of either English or French in Grades 8th and 9th” (De Mejía, 2004, p. 386). Later in 1982, there were proposed two bi-national language, educational, and cultural organizations with a long tradition in Colombia and abroad after World War II (Rubiano, 2004) by the sponsoring of the National Ministry of Education in partnership with the British Council and Centro Colombo Americano.

Furthermore, during the early 90's, and now, with a focus on teacher education programs across the country, the government tried what they called 'COFE' project or Colombian Framework for English (The M COFE Project). It was carried out in different Colombian universities between 1991 and 1996, as part of another bi-national partnership between the governments of Colombia and the United Kingdom. It consisted on offering professional

development to local teacher educators and providing material resources to promote the use of self-access centers (Frodden & Correa 2000).

The General Law of Education in its articles 21, 22, and 23, the national policy highlighted the need to learn at least one foreign language starting in elementary school, and included foreign language teaching as another mandatory area in the curriculum (MEN, 1994).

In 2006, MEN issued the decree 3870, in which they attempted to contrast CEFR with the National Bilingual Program (PNB) Colombia 2004 – 2019, now called Strengthening Program Development Skills in Foreign Languages (PFDCLE) in order to implement a process of international standardization of CEFR. According to Usma (2009), PFDCLE refers to the development of communicative skills, looking for students to read, understand, write, listen, speak and express themselves correctly in a foreign language.

Figure 2 shows some of the bilingual programs Colombia has been trying to implement, as well as its main goals concerning CEFR as the main process of standardization for foreign languages all over the cities regarding Bogota as the greatest branch.



Figure 2. Chart of Bilingualism National Program Goals

In spite of those government efforts to improve foreign languages learning, Colombia has a very low English level compared to other countries, having different levels as follows: *Very high, high, medium, low and very low*. In 2012, Colombia ranked in 50th place, which was not a very encouraging picture of this problem. Nowadays Colombia is ranked 46th maintaining this ranking in the category of *very low* level.

Nevertheless, even if we develop teaching and learning foreign languages according to government programs, we might say that educational levels must be practical related since school students are beginning university studies without appropriate foreign language proficiency; moreover, these policies do not involve technology as instruments of second language teaching since we observed that this CEFR students' level classification was not clear (See appendix L).

Theoretical Framework

This section presents a number of scholars that guided the current research project on the main topics according to pertinence on research, importance, socio-cultural impact, but most importantly, the existent theory is relevant in terms of research analysis, so we have decided to include as main topics: ICT, language learning, language acquisition, communicative approach, developing writing skills, codeswitching and aptitude tests. The use of computers, Internet, and other related technologies, can have a direct influence in the transformation of the learning environment, as well as vocabulary; it is necessary an adequate teachers training and support. When we are talking about ICT in education, it is relevant to check some aspects before starting the implementation of an education program in any kind of context, in order to create adequate tools for each type of population and needs. According to Westwood (2003), this investigation selected ICT integration to be used during whole class teaching learning activities, regarding

that we as teacher-researchers will need to do all of the following to succeed with our purposes: (a) become familiar with the software to be used; (b) assess the potential for differentiating learning outcomes, identifying key language, subject specific vocabulary, language structures, language functions and grammar; (c) select programs with clear visual presentation and navigation suitable for students with little previous experience of using ICT; (d) identify whether the entire program or selected parts will be used; (e) organize groups for computer-based activities that enable early stage learners to work with other speakers and hear good models of English. Taking into account these aspects, we mainly need to study what type of software can be appropriate for our research intentions, as well as the appropriate assessment in order to reevaluate our decisions. Secondly, we have to define pertinent vocabulary and grammatical structures for each learning stage A1 or A2. Thirdly, we need to state how the students will be assessed according to the possible mistakes we can evidence along our research project. Lastly, we have to reinforce the utilization of these tools according to students' interest.

Vocabulary learning

Vocabulary can be learned through a variety of language and knowledge features used, such as the receptive and productive distinction as stated by Nation (2001). Due to the fact that when both features are applied in vocabulary, they involve three specific aspects when understanding a word. These aspects are the meaning, its form and its use upholding the responsive point of view means to identify a word when it is heard, (this refers to receptive issues), and the way it is pronounced (this refers to productive issues). Meaning deals with the receptive and productive context, and the second is distinguished because they are the first features that involve the way; we must be able to know what the word is (receptive), how the word can be used to express this meaning (production), and using third a feature to be able to

recognize that there are compounded words (receptive) and finally when to use the word in a sentence (productive). Based on this, we need to create class vocabulary activities using technological devices in order to involve these three aspects of vocabulary acquisition as Nation (2001) stated. At first, we have to implement tasks, in which the students must be able to learn new vocabulary (receptive). After that, we must check aspects as meaning and pronunciation (receptive/production), through vocabulary in context or videos as boosters of discussion and finally, students have to be able to use new information in contextualized situations (productive) whether they write short compositions or speak in class activities.

EFL teaching and learning

To be a teacher is not just to be able to transmit information about a determined academic field due to the fact that as students and mainly as teacher-researchers we know there are several factors and individuals involved in educational processes. In that sense, all those elements have to be well structured, well organized with a previous planning according to set of goals. We want to bring up two key words in order to analyze teachers and students performance, nowadays. The first one is self-reflection. We, as teachers, must be able to evaluate our methodologies, practices, and activities in order to lead improvement processes. On the other hand, the learners have to improve their vocabulary involving self-development tasks. As stated by Gebhard (2006), this study does not only have to do with a successful way of collecting information of all the valuable activities, but also obtaining a prospect to help us with better teaching practices.

Developing writing skills in EFL

When developing the different language abilities on students that they must acquire through deliberate and sustained effort, both teachers and students often overlooked writing skills in EFL education (Nabith, 2012). Taking it into account, we need to pay special attention

to the development of writing skills during the classes, but we also have to identify what is the approach used at CUN. Although, it is important to evidence the possible learning problems that student could have in class. Additionally, it is just as relevant as the fact that some learners always struggle in their writing and face problems not only in the text's coherence but also, especially, in conventions, punctuation, capitalization, spelling, and some of the basics of language and particularly in lack of vocabulary.

Nazim and Ahmad (2012), who described whole writing product meaningless and difficult to understand. The aforementioned reasons essentially occur due to teachers' lack of capabilities, in some cases, to provide writing samples or models students can follow as well as to interactively engage in terms of cognition and affection their students in contextualized and meaningful writing tasks (Tomlinson, 2003).

Writing skills are essential when we are talking about second language acquisition. Considering the importance of technology in educational processes nowadays, we want to mention a study that was carried out in Spain by researchers from the University of Nottingham with a group of 11 students at a language school in 2011. This study revealed valuable insights into how blogs can contribute towards the enhancement of writing skills, showing that the incorporation of blogging as a tool in the writing process can raise students' level of motivation leading writing production to become an effective means of communication for EFL learners, due to its interactive nature. Therefore, in the course of this research project, our aim is to get students involved in writing communicative tasks to learn vocabulary by means of ICT, more specifically, through the use of wikis, blogs and social networking sites which can provide learners with new opportunities and incentives for personal writing (Vurdién, 2010).

Indeed, the use of blogs in language learning can help students explore and assimilate new ideas, create links between familiar and the unfamiliar, mull over possibilities, [and explain] them to others. For that reason, the construction of knowledge becomes significant whilst the students shape and interpret their own meanings in writing upon the basis of their worldviews and beliefs (Vurdien, 2010). Besides, several academics leads our project, who mentioned the importance and the evolution of process writing approach, which is related to the integration of ICT in order to develop language skills and indeed to create motivational processes on students learning, as stated by Holmes (2009) about its contribution to the new roles and status of writing.

On the other hand, Beard et al. (2009) explained the traditional product-oriented view of writing, which concerns writing as linear in comparison with nowadays process, which is more oriented due to the fact that students can make modifications as they review their writings. In this concern this author's contribution leads us to implement oriented writing communicative tasks.

Additionally, Simpson (2009) stated how the concept of process writing has been changing and how it varies from traditional teaching known as product, becoming a process approach to writing, which does not only simplify teaching when referring the teacher as a facilitator, but also students writing skills, even for those who are at low level, since it allows students to be involved in the aspects of rehearsing for drafts, learn from mistakes, and correcting according to feedback.

Taking into account the most relevant concepts given by the authors above, we intend to integrate technological teaching tools in order to facilitate the most important features of writing to teach and learn a second language by using ICT. Those technological devices give students the opportunity to practice the abilities needed to learn, practice and interact in English. Learners

have to be to express their own points of view and perception about new topics, learn from their classmates, and receive a feedback in order to correct possible mistakes.

Table 2.1:

Chart of the stages of process writing approach (Adapted from Silva, 1990)

STAGES OF THE WRITING PROCESS	
Prewriting	This describes the purpose of writing, in order to thoughts are generated through images, videos, brainstorming, reading, searching for words, free associating and questioning to engender ideas.
Drafting	This has to do with a provisional part of writing in which ideas are organized and written up into a closely coherent draft. Topics and concepts are generated through free writing, graphic organizers, journals, learning logs.
Feedback	At this stage the writer receives the most guidance on how to improve his or her writing skills. Responses at this stage are typically focused on meaning, not correctness. Some activities included for example; conferencing, getting feedback, sharing work; responding to comments, suggestions, reflecting on own writing (meta-writing). Through the questions and comments raised by the instructor or peers, the writer discovers, clarifies and refines students' writing. Accepting criticism or comments is also very important at this stage.
Revising	It means re-writing the paper, building on what has been done, in order to make it stronger. Revision adds coherence, variety, transition, emphasis and details. Revision eliminates irrelevance, wordiness and inconsistencies.
Editing	It's useful to check for and correct errors in grammar, punctuation, sentence structure, vocabulary and spelling.
Publishing	In this stage students share their final versions of writing with an audience which in this case would be the classroom..

Table 2.1 shows the process-oriented writing approach which focuses on the students' writing and the different ways student go through when having feedback (Simpson, 2009). It also focuses the cycle of revision when the students have the chance to draft, edit, and revise, allowing them to improve writing skills.

Furthermore, when it comes to have students work on different writing tasks, it is highly favorable to explore with them the benefits and advantages of writing, as a matter of fact, in order to help students' improvement. Being so, motivation for writing can arise from students' personal interests or from a class assignment itself, but, in any case, the task can be made more interesting when students are led to discover, so this can be a great opportunity for them to express themselves, share their experiences, explore what they know or reflect on what they ignore, as it is a beneficial tool to persuade and move others (Blakesley and Hoogeveen, 2011).

Finally, authors explain that getting students acquainted with the structure and organization they need to follow, it is important to bear in mind students' interest by allowing them learn from their own mistakes due to the fact it is an important part of the writing process. For that reason, the context needs to be taken into account either if it is an article, blog, newspaper or writing task. Moreover, this study follows the process-oriented writing approach stated by (Simpson, 2009) in order for the students to get involved in their own learning process of writing, but more particularly to improve their vocabulary.

Computer Assisted Language Learning (CALL)

As it is well known for its acronym of Computer Assisted Language Learning, Levy (1997) defined CALL as “the search for and study of applications of the computer in language teaching” (p. 1); And Peng, Wang and Jiang (2008) stated that computers were used in several areas including language teaching and learning range for economy issues. They also stated about how traditional language teaching and learning approaches influenced CALL for having the fact of developing students' skills.

Although, Huang and Liu (2000) explained CALL as a student-computer communication, which is relatively new to students, involving a non-word communication, but a graphic, sound

and animation communicative process making students get involved in the new challenges of innovation that it offers in their learning processes. They also stood out the importance of it when included on school curriculum provided with an educational rationale (Leech & Candlin, (1986). It was only in the early 1980's that computers were considered as tools for management purposes. Then, with the development and introduction of microcomputers in the market, as stated by Pelgrum (2003), ICT became policy-making with high educational and effective expectations.

On the other hand, Pelgrum and Law, (2003) stated that at the end of this period the term computer was changed by information technology (IT), which evolved including some other services. According to United Nations Report (1999), ICT cover internet services, telecommunication equipment and services, media, broadcasting, network-based information services, etc. Likewise, Guile (1998) stated that ICT integration must be regarded as an approach based on collaboration and teamwork, helping to create a community of practice. His publications are based on the UK educational curricula, emphasizing that ICT integration on schools are issues that must be carried out by all the community involved.

Some other equally important authors, Cook and Finlayson (1999) discussed about the ICT importance by stating that without ICT skills and knowledge many young adults may lose out and that is why it is necessary to take into account the significant role it has in education. They also state that is undoubtedly relevant to be concerned and acquainted with the use of the technology advancement because its access will determine to those whose expertise will allow them to be part of the new technological changes. Similarly, Brown (2001) expressed that the computer is an interactive audiovisual technological device that enhances teaching and learning

processes to be fun, realistic, cooperative, interactive as well as effective in conducting linguistic values.

In our practicum context, it is not only important to mention that ICT implementation renders effectiveness, but it is also necessary to say that it involves a social aspect of our educational practices as Galindo (2012) stated ICT not only as an important tool in education, but also as an issue that must humanize and integrate students' learning processes. That is why he highlighted La Salle's project "*LaSallehum@nísTICa*", which refers to own and use technologies as a way to strength human potential to communicate and grow in society, so this humanization issue also stands for being aware of what we are as people by understanding our culture in contrast to others.

Littlewood (1984), for instance, in his foreign language-learning book stated that within the behaviorist framework, second language learning consists above all in overcoming the differences between the first and second language systems. He also cited Lado, (1957), who summed up the learners' problem in a well-known formulation: "those elements that are similar to his native language will be simple for him, and those elements that are different will be difficult. This has strong implications for second language instruction" (p.2). Littlewood (1984) explained, as we can compare, the learner's first language with the second language he is trying to learn and from the differences that emerge from this analysis, we can predict the language items that will cause difficulty and the errors that the learner will be prone to make. We can use these predictions in deciding which items need special treatment in the courses that we teach or the materials that we write, design, employ or choose.

Furthermore, in one of the thesis from a research project titled beliefs on best practices in *English as a foreign Language Teaching (EFLT)*, carried out by a research team from La Salle

University in 2012, there was an emphasis on the fact that a number of authors agreed that second language is learned through conscious attention and the study of language rules. Of course, these strong implications for second language instructions have to do with a controlled practice, which is a predominant characteristic of behaviorism because learning takes place in controlled environments, meaning that learning is imitation, practice, reinforcement, and habit formation. In other words, the main purpose when learning and teaching a language is to “form habits of correct language use” (Lightbown&Spada, 2006, p.10). Taking into account the previous authors, this study does not only intend to integrate ICT in EFL classes in order to improve English skills or to include EFL in school curriculum, but also to involve ICT integration in an humanization process to stand out social aspects in our pedagogical practices.

Codeswitching

Macaro (2012) proposed the different effects and impacts on English classes’ codeswitching. Classroom codeswitching, when using first language (L1) has become a controversial issue in the field of second language acquisition research. He affirms that in some language a classroom setting currently, he hypothesizes that allowing (L1) use for codeswitching during task completion may lead to L2 fluency development. This investigation was held in some primary schools in Nicosia, Cyprus, taking into account six grade classes (11-12-year-old students), this research was carried out as a quasi-experimental study, describing also the different conditions of each school. According to the author, codeswitching can be a negative aspect in an optimal class development. This is one of the most common problems evidenced in English classes and probably the CUN is not an exception. In that way, this study shows this occurrence as one of the most remarkable during first observation since the students used L1 constantly to express themselves in class.

Communicative Approach (CA)

Using ICT for teaching a second language gives the teacher many different possibilities to interact and transmit the knowledge in an effective and efficient way. We carried out this project based on the utilization of the different components needed for second language acquisition. In that sense, the communicative approach is appropriate to achieve our objective.

Thanks to this, we can guide our activities making them adequate for the population and needs of learning. Likewise, we want to highlight some author that mention the importance and relevance of this approach.

Beltran (2014) stated that learners could achieve full comprehension in the use of language through contextualized ways when involved in the different language competences of listening, reading, writing and speaking. However, this study works with these competences with an interactive process in order to help them reach full comprehension of language upholding good instructional activities for reading and writing and interaction, transaction and performance to improve speaking, all of this drawn in the implementation of funny videos such as comedy and cartoons.

Equally important, Tomlinson (2012) explained the influence of developing activities on second language acquisition, in which he stands out the importance of developing materials in contextualized activities in classrooms. Besides, the author explained not only the importance of material development, but also the purposes when classes are contextualized depending on the students' needs. In addition, he classifies these purposes through some principles, in which he summarizes that learners who are motivated in a positive way are going to feel in that way, because what they learn is valuable and they may develop a positive self-esteem (p. 40).

In addition, Tello (2012) explained the thinking abilities developed through class activities by teachers, are contrasted with the ones used by the researchers through the class observation, all the teacher objectives implemented daily develop and promote objectives related to the development of lower-order thinking processes. This study concerns just one question as for Foreign Languages activities; what type of thinking do they generate?

Similarly, Jonassen et al. (1999) talked about stimulating students interacting in a meaningful way with the environment they are involved by making them reflect, monitor and analyze about their interventions or personal experiences in a cooperative way, he calls this process “active-manipulative learning”.

Aptitude Test

The main purpose of survey instrumentation (Aptitude Test) is to interpret the information expected from the researcher bringing out data from respondents (Alreck and Settle, 1995), and turning this type of survey as an effective research instrument. Likewise, Dornyei (2003) stated this instrument as a positive factor that could determine whether the research process or students’ perceptions obtained from this element show a variety of outcomes or interpretations, particularly through numerical scales. Bearing in mind these authors, this study used an aptitude test as an opening reference point to understand and identify main students’ perceptions before the thoughtful and management of technologies.

Chapter 3

Methodology

This research project was presented through action research and qualitative approach in order to answer the research question determining the effectiveness of ICT on university EFL students' vocabulary acquisition at CUN through writing communicative tasks. First of all it is necessary to mention our research ethics as a method, procedure, or perspective for deciding how to act and for analyzing complex problems and issues at the CUN, therefore, it is important to point out that this research started with the research students consent in order to increase our understanding of such phenomenon (See Appendix A). Then, we set observational stages, taking into account journals, video transcription and an aptitude test to obtain more information of general categories (See Appendix B, H & X). These research instruments were triangulated in order to stand out the most remarkable categories, due to they set us out for this research inquiry, so, as stated by Cohen & Manion (2000, p. 112), triangulation is defined as the “use of two or more methods of data collection in the study of some aspects of human behavior”. Equally, Denzin (1970) referred to triangulation as the use of more than one approach to the investigation of a research question to improve the consequent findings, so he classified them into four ways: 1) data triangulation, 2) investigator triangulation, 3) theoretical triangulation, and 4) methodological triangulation. All of them have to do with the confrontation of different data sources in the studies and occurs when there is concordance or inconsistency between the sources.

After identifying these categories, we put our interest on the most relevant ones. Along with primary data, we also made use of secondary resources in the form of published articles, antecedents and literature review about the effectiveness of ICT integration in EFL classes, as well as vocabulary acquisition and writing skills through these technologies to support data

results and to conduct this research into reliable procedures, which we are trying to answer with the strategies proposed.

Our goals would be reflected through the application of some specific strategies such as, Wikis, Blogs and *Speechyard*, all of them are related to collaborative-team writing and vocabulary acquisition, evidencing what expected, which is the effectiveness of ICT in EFL classes, specifically with the technological tools before mentioned. Then, data gathered from this research instrument will be then computed for interpretation, triangulation and finally data analysis.

Research Approach (Qualitative Approach)

As for Qualitative Research, as suggested by Merriam (2009) the qualitative method is a highly descriptive process in a particular phenomenon in which researchers collect all the inquiry information from individuals' experiences in order to create new concepts or theories taking into account the context involved. In other words, this method helps the researchers interpret and understand real situations. She also mentioned and categorized action research as an inductive process in which all concepts were created without regarding existing theory allowing them to formulate that final researches products were merely descriptive.

Equally important, Patton (1990) stated qualitative research uses a naturalistic approach that strives for understanding phenomena in context specific settings. Being so, qualitative research focuses on specify settings when participants are involved and does not attempt to what it may happen in future, but what happens with the participants' context. Qualitative research, broadly defined, means that "any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification" (Strauss and Corbin, 1990, p. 17).

Quantitative researchers look for fundamental determination, prediction, and generalization of findings, qualitative researchers seek instead illumination, understanding, and extrapolation to similar situations. Qualitative analysis results in a different type of knowledge than does quantitative inquiry. Qualitative data must be collected in order to be useful to the researcher in order to solve a problem or to explain what happened, so this has to be turned into outcomes in a sort of analysis, as stated by LeCompte & Schensul (1999): “Big piles of data are transformed into succinct statements that describe, explain or predict something about what the researcher has studied” (p. 146). They also explained that qualitative research process is flexible and typically evolves contextually in response to the lived realities encountered in the field setting, so to collect information researchers must be aware when involving tacit a formative theories due to they created an effective filter, taking out the most relevant information. The mentioned authors above support our study since it was carried out in a descriptive way through journals.

Type of study

This thesis bases and explains the methodology deployed on this study with the students at the CUN University, in which we decided to work with action research and the combination of qualitative approach in a descriptive way involving a full action research (Wallace, 1998), in which researchers try to discover and understand a phenomena involving characteristics of qualitative research when connecting viewpoints, roles and impact of the object of study, and people involved within a combination of measurement instruments, as quoted by Burns (2010) “the aim of qualitative” p. 23.

Moreover, all the data collected will be processed in an qualitative study, regarding and aiming socio-cultural descriptions and the exploration of social phenomenon, with regard to what

we intend to find out in our research, with no further ado, taking into account that teachers and students knowledge construction stands for communicative activities through ICT integration improvement distinctively in order to understand the phenomenon to study.

We define action research as a participatory fact on any research project trying to solve a reflective process, an implementation process and a problem solving procedure that requires a new reflective process. In other words, we as teacher-researchers are basically obliged through our curiosity to learn from previous experiences to reflect, and apply solutions. According to O'Brien, (2001), stated action research is “known by many other names, including participatory research, collaborative inquiry, emancipatory research, action learning, and contextual action research, but all are variations on a theme which put simply, action research as a way of learning by doing in a group of people in order to identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again. While this is the essence of the approach, there are other key attributes of action research that differentiate it from common problem-solving activities that we all engage in every day” (p. 1).

Likewise, McNiff, (1993) argued that educational knowledge is created by individual teachers as they attempt to express their own values in their professional lives. He also sets out familiar action research model: identifying a problem, planning, implementing and evaluating a solution and modifying practice, as well it was done by Wallace (1998) who explained that action research is a strategy to reflect on our own teacher training in order to come some decisions concerning what our future practice should be. This study upholds his concept as he expressed and articulated action research with professional development, which promotes ongoing professional enhancement in our occupation in order for the teachers to give their

personal opinion about specific topics that come out in the classroom by giving a reasonable answer to pedagogical practices.

A commonly known cycle is that of the influential model of these two authors, Kemmis and McTaggart (1988) had to do with planning, acting, observing, reflecting; then, in the light of this, planning for the next cycle. They also held that action research is participative, though writers differ on how participative it is in some instances there may be a genuine partnership between researcher and others.

Instruments for data collection

Research Stages

Action research generally involves inquiring into one's own practice through a process of self- monitoring that generally includes entering a cycle of planning, acting, observing and reflecting on an issue or problem in order to improve practice Farrel (2007).

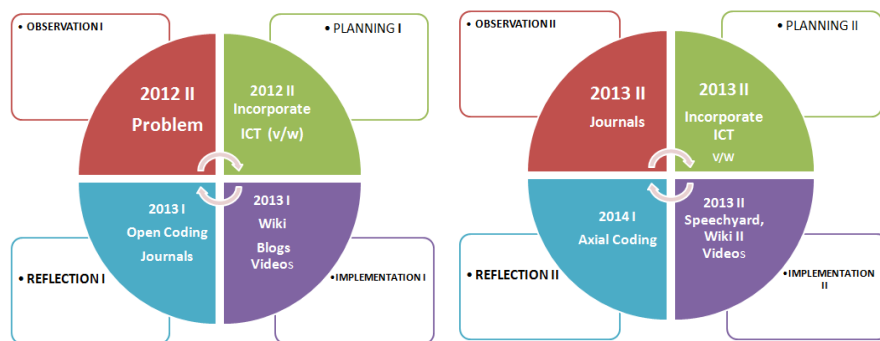


Figure 3. Graphic Representation of Action Research Cycles

In the Figure 3, we display a contrast of the two observational stages during 2012 and 2013, that is, during practicum in 8th and 9th semester. With these, data on the results of the intervention are collected and analyzed and the findings are interpreted in depth in order to count how successful the action has been. During this final part of the cycle the problem is re-assessed

and the process begins another cycle. This process continues until the problem is resolved (Kemmis and McTaggart, 2000, p. 595).

The action research cycles collect evidence to evaluate it, as well as the observation must be planned and keep a diary for record purposes, being so the process of action and their effects must be observed and controlled individually or collectively in order to create reflections on the action recorded during the observation, assisted by the discussion between the members of the group and the reflection of the group can lead to the reconstruction of the meaning of the social situation and provide the basis for a new planning and continue the following cycle, so since we started this observational stage O'Brien, (2001), we were able to identify the main problem regarding the main categories already mentioned before such as, lack of vocabulary, writing inaccuracy and codeswitching and an important aspect a few mentioned in these categories which was the use of ICT.

Observation I 2012-II (Cycle 1).

Data collection started since our first observation stage which was in 2012-II, taking into account CUN students in three different classrooms (See Table 1). The first two months of practicum were entirely observational processes in which we registered teaching and learning issues as well as some other aspects through the application of journals (Burns, 2010) and video transcription as instruments to such purpose. The next three months, we started implementing a piloting stage according to the number of occurrences from 22 journals in order to identify the main problem. (*See Appendices F & X*)

Planning I (2012).

Afterwards, we would have to develop a plan of action critically informed to improve current practice at the CUN, a plan that should be flexible enough to allow adaptation to

unforeseen effects, and to help us find as the main issues related to sentence construction inaccuracy, students' lack of vocabulary, codeswitching and lack of use ICT resources in order to try to determine the effectiveness that these strategies had over the highlighted categories, so the strategies implemented concerned with videos and images in which as mentioned before.

Implementation I 2013-I.

In this regard, we implemented a plan, which had to be deliberate and controlled by proposing so the technology incorporation through *Implementation I (2013)* of ICT, such as, Wikis and Blogs in order to determine the effectiveness it had on students' vocabulary acquisition through writing. Moreover, we implemented a wiki activity related to advertisement so the students could talk about embarrassing experiences and a blog about weather conditions in which student could describe and forecast climate through a contextualized activity (See Appendices R, T & V)

Journals I 2013-I. We applied journals to research according to Burns (2010), mentioning their importance in AR for obtaining specific information. We rendered data collected for this action research project through 24 journals, which revealed us several important categories, which highlighted from 12 more categories, taking into account 55 CUN students in three different, classrooms. The first group was in B1 level, and the other two groups were in A. 2.1.level according to CEFR. The journals category occurrences yielded that the students were in constant use of L1 and did have some writing difficulties as well as lack of vocabulary, perhaps due to the limited use of material, but the most significant category observed had to do with the limited use of ICT. (See appendix L, M &N)

Wiki I 2013-I.

Leuf & Cunningham (2001) defined a Wiki as “a freely expandable collection of interlinked Web pages, a hypertext system for storing and modifying information — a database where each page is easily editable by any user with a forms-capable Web browser client” (p. 14). Meanwhile, Augar, Raitman & Zhou (2004) said wikis are “an excellent tool for collaboration in an online environment” (p. 95). We applied them in reading and writing processes due to their huge advantages, as stated by Leuf & Cunningham (2001), who defined them as fully editable websites to help improve self-correction.

We applied two wiki activities in two different groups of 26 and 8 students from B1 and A2.1 level. The analysis displayed the same writing and vocabulary problems, involving misspelling, grammar inaccuracy, incorrect tense shift and lack of vocabulary. In the second wiki, students made fewer mistakes, but at the same time, they seemed to have had a positive effect on students trying to participate actively in it.

Written tasks I 2013-I.

Written tasks were useful to identify main problems students had. A contextualized written task applied to 23 students rendered some categories such as *lack of vocabulary*, *punctuation and misspelling* -consistent with Blakesley and Hoogeveen (2011) research. The most outstanding categories were punctuation being the highest (21 occurrences in Stage I), and *incorrect tense conjugation* (13 occurrences), which is a very common error from students, followed by *misspelling* (5) and *students' code-switching to L1* (3).

Video Transcription I (2013).

The video transcription implemented in this stage helped us register the students' performance, the class environment, and the happenings of a particular phenomenon of EFL (Burns, 2010), which were focused on specific categories, but at the same time, this released one

more: *Students' participation*. This instrument revealed *students' code-switching to L1* as the highest category, with (8) occurrences in stage I and (12) in stage II. This application was completely relevant in order to evidence physically what was happening as to EFL students' in-class performance.

Aptitude Test 2013-I

We applied this instrument to 68 students in *Implementation I* in the three different groups. Its data analysis showed that over 55% of the students had constant access to ICT, and 75% used it to practice or improve their English. Likewise, it showed that 60% of students were familiarized with Wikis and Blogs. The internal content validity of this diagnostic test was evaluated by making sure that the test items that were included were tools that in any moment the students would be able to use, knowing how easy it was to become technology part of his way of learning. We designed internal consistency of these tests according to the characteristics of the CUN's students and the objectives of this research project, Dornyei (2003). (See appendix B)

Reflection I 2013-I.

Since finished our first observational stage through our journals, we consider important to mention that our research used open coding in order to analyze data, explained in data collecting. Therefore, after *Implementation I*, we were able to reflect on all happenings of learning and teaching process through our journals, ICT strategies and an aptitude test.

Observation II 2013-II (Cycle 2).

During *Observation II (2013)* we continued our observational stage through 10 journals that still led us through the same categories, taking into account that the groups were different and we only had an hour class. (See appendices O, P & Q)

Planning II 2013-II.

We planned to include the incorporation of ICT through the same instruments in number of activities as we did in *Implementation I*, Wikis, Blogs and we also wanted to include a platform called *Speechyard*, instead of the normal videos due to the fact that this platform is merely vocabulary based mixed with videos, in which the students would have the chance not only to learn vocabulary, but also to understand it in contextualized tasks. The focus was to give details on how a *Wiki Space*, a *Blog* and a *Speechyard* project could be of assistance for about 50 EFL students in three different classes to acquire contextualized vocabulary in order to use it in diverse writing tasks with communicative purposes.

Implementation II 2013-II

As it was mentioned in Planning II, these were the same instruments from *Implementation I*, which we collected data from concerning ICT integration, involving Journals, *Wikis*, *Blogs* and *Speechyard*. The application of these instruments not only showed an initial students knowledge, but also let them get a feedback and reflection of their own learning process, so during another second application they displayed a vocabulary acquisition improvement as well as in students' writing inaccuracy of more than a 40 %. (See appendices S, U & W).

Wiki II 2013-II

On a second phase, we expected to continue getting results from the impact of the implementation of this enhanced technological tool in one specific English class with 14 students. Results showed that initial activity accounted for a diagnostic overlook, and its second application displayed how students improved in a 69% on vocabulary learning, codeswitching

and writing inaccuracy, since they were able to work in on-line collaborative platforms (Augar, Raitman, & Zhou, 2004), (See appendix S) (See Figure 7).

Blog II 2013-II

We applied the creation of a Blog on the web in a classroom with 27 students in order to monitor the effect it has on writing skills in English; we gave clear instructions to facilitate use of expected vocabulary studied in class. As a result, it also had a positive impact of a 40% and a 50% of improvement in second and third application of blogs. (See appendix U)

Speechyard II 2013-II

We applied this Speechyard project for 19 students, who initially worked an average from 1 to 69 words, but at the end of the semester the number of students was reduced to 16 and finally worked with an average from 70 to 160 words, rendering positive results at the end of the semester. It is important to mention that this instrument had to do with vocabulary acquisition, so it displayed the number of words that each student learned through videos and the contextualized activities given by the platform, such as memory games, vocabulary in context of phrases and mental agility. Being so, we complemented it by the application of two *Written tasks*; the first task gives account for the diagnostic writing knowledge before Speechyard application, and the second one accounts for a summative knowledge applied right after *Speechyard Implementation*. Therefore, we were able to determine that this platform had a positive and meaningful impact on students' vocabulary learning, (Laurence 2006), (See appendix W) (See Figure 8).

Written Tasks II 2013-II

We applied this instrument to the same specific group of 19 students before; after involving them in *Speechyard*. As expected, the initial written task showed higher writing

problems committers than after *Speechyard* application, indicating that students reduced significantly some writing problems such as: lack of vocabulary in a 58%, and correct tense conjugation, misspelling, subject-verb agreement ,with a 30% of improvement; so it was noticeable at the beginning, students displayed a high rate of lack of vocabulary as they could not even construct a simple phrase, but after the second application students improved their vocabulary significantly (See Figure 11).

Journals-II 2013-II

During this stage, eight journals were written about three different groups made up of approximately 59 students, revealing as well important categories. Among them, the highest categories evidenced were lack of vocabulary in stages I-II, and writing mistakes in *Implementation I*. However, results display a low rate of 20% and 30% all occurrences due to the fact that its integration turned into a participatory environment regarding the fact that students also had to work at home independently, but at the same time, this allowed them to be in constant touch online with the teacher when questions emerged, and as to the teacher, it became a way to monitor the students' learning process (See appendices O, P & Q) (see Figure 14).

Video transcriptions 2013-II

This data collection instrument allowed the researchers to be more precise when attempting to obtain more detailed information. This instrument showed that the students displayed 5 occurrences of *Lack of vocabulary*, which is less than in *implementation I*. These videos were used to collect data about students' progress in terms of inquiry, learning styles and teacher methodology in class, since we were able to observe another category like *Students' participation* with an occurrence of (5). However, this part shows that some students used foreign language in class much more than in *implementation I*, despite the mistakes made,

upholding that the main objective of the class was to interact through English language (See Figure 15).

Reflection II 2014-I. As for *Reflection II (2014)*, we started our axial coding from the analysis of this information and our conclusions came from that analysis. Concluding from data collected, the ICT integration renders an affective influence on EFL students' vocabulary and writing inaccuracy which could be analyzed through the collected data from a diagnostic assessment of ICT first application, an attitude test, some writing activities on wiki, blogs, video-recording, which led us to deepen on the discovery that it was by means of the journals that the main problems were evidenced in every EFL classes observation became clear.

Chapter 4

Instructional Design

Figure 4 shows the process and the pedagogical intervention we carried out during research stages which started with the observation and identification of the problem, subsequently the instruments, as well as the identification of the students' vocabulary level in open coding for following planning and implementation, so the analysis could give account of the results expected.

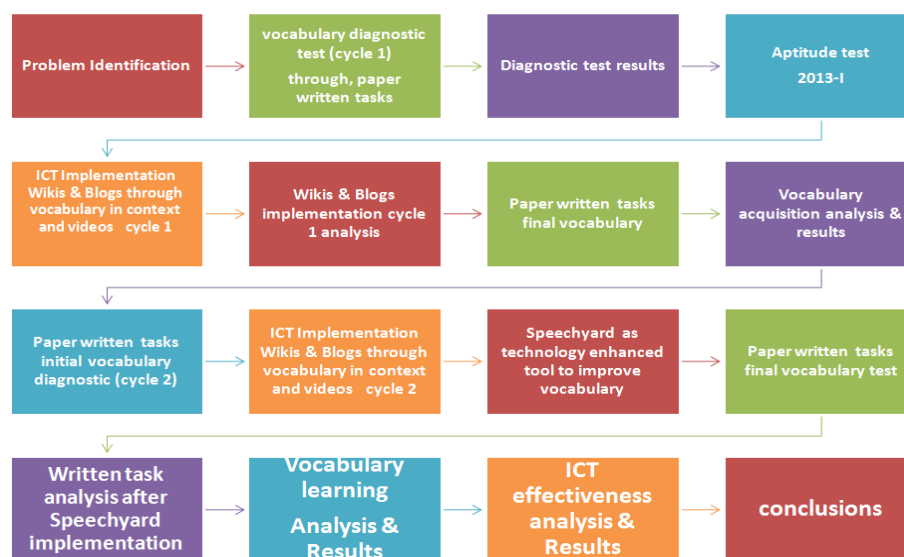


Figure 4. Instructional Design of research

Pedagogical intervention design

Throughout this chapter, we will mention about the instruments implemented in cycles 1 & 2 of action research in order to give more validity and reliability to the collected data, which is also supported by grounded theory. The instruments applied were journals, video transcriptions, writing tasks and an aptitude test (See Appendix B, D, J & X)

The first stage of research was the identification of the problem through the implementation of journals. This took place at CUN University in three different branches during the first and second semester of practicum, where we were able to identify through open coding two main concerns; the students' lack of vocabulary and lack of use of ICT since the EFL students could not express themselves in English and the use of ICT was limited and most of the cases it was not even mentioned. During cycle 1, 46 journals from August to November 2012 were used in the observational stage in order to help us identify main problems in EFL classes at the CUN.

Subsequently, In cycle 1, we applied 23 written tasks during 2013-I in order to diagnose EFL students' initial English level, but this instrument also displayed different occurrences as for writing skills since the students showed a high occurrence of lack of vocabulary, in which, they also displayed; punctuation, misspelling, codeswitching, subject-verb agreement, etc.

Afterwards, in 2013-I we implemented an aptitude test to 68 students from the three different groups in order to know if the students were familiarized to the use of ICT. This test consisted of 21 questions related to the use and understanding of ICT, starting from the simple questions of how to turn on a computer to know how to manage some platforms for English learning, such as wikis and blogs. This study considered this instrument with the purpose of identifying the viability of its integration in terms of students' perceptions, but also as stated Donryei (2003) as a positive factor, which can obtain diverse results or interpretations as the ones obtained in this study which showed that the students had access to internet and also had experience with platforms on internet to learn English.

Therefore, during 2012-II (cycle 1), we decided to implement ICT as a strategy that could give account of the teaching and learning processes of vocabulary through three wiki activities

and a blog in 2013-I, involving communicative writing tasks with these technologies, in which were implemented videos and words in context as starters of discussion in order to strengthen students' vocabulary and to determine students' initial vocabulary knowledge, so in every wiki the students had to look for vocabulary associated with the video and finally, had to answer a question related to it by following a tense pattern given by the teacher. In some exercises, the students had to locate these words in contextualized sentences or some other times they had to write their opinion about the video. Unlike the wikis, we applied only a blog in which, the students had to learn vocabulary about containers and recipes, so finally, they had to create a new recipe by using the vocabulary learned and at the end of the cycle we applied a written task test in order to know the final vocabulary level students had after this implementation in cycle 1 in order to make decisions for the next cycle.

Throughout the implementation of these instruments and strategies in 2013-I, we also included extra activities that had to do with EFL vocabulary improvement, such as memory games, board games, role-play activities, mimics, etc, but it is also remarkable to mention that we had to be attached to CUN lesson plans and their topics that were included in the book, so we also had to follow the book activities. On the other hand, in this stage, we used Journals, writing tasks and ICT implementation information through triangulation in order to know if ICT integration was effective in vocabulary acquisition, so we were able to conclude research in cycle 1 in order to change or modify instruments in cycle 2 to strengthen the conditions of the phenomenon observed.

Furthermore, during cycle 2, according to the emerging results of cycle 1 we followed the action research cycles structuring the stages by involving 8 journals from three different groups which helped us obtain more important specific information through Action Research as stated by

Burns (2010) these journals did not only lead us to analyze the problem in this stage, but also to register the phenomenon to understand it, having the same occurrences which were writing inaccuracy, lack of vocabulary and codeswitching as the most mentioned in this instrument. After the observation stage in this cycle according to journal observation and, consequently, to a reliable and physical data collection, we also decided to implement a video transcription from a class at the CUN as we learned that video transcriptions are widely perceived and recognized as effective instruments to evidence different learning contexts in EFL classes, since as far as Burns (2010) is concerned, this data collection instrument allows researchers to be "more precise on obtaining more detailed information".

Similarly, as we did in the previous cycle 1,9 written tasks were carried out in cycle 2 2013-II with the purpose of identifying initial English level, but at the end of the cycle after ICT implementation; other 19 written tasks were set in the same group in order to know students' final English vocabulary level, but we also applied these writing-tasks looking for respondents to become active data providers regarding students' writing skills; so researchers could have more solid information of students' writing inaccuracy as well as vocabulary knowledge, and code switching.

After that, we continued with implementation of ICT regarding 4 Wiki activities and a blog in order to keep on reinforcing the students' vocabulary through writing communicative tasks in which the students looked for some words as part of the vocabulary and watched a video in the platform in order to give their opinion about it by including the vocabulary the written task. Additionally, we included a new ICT instrument called *Speechyard* in order to work and improve the students' vocabulary acquisition, which had to do with vocabulary learning activities involving memory, words in context and video clips.

Chapter 5

Data Analysis

“A well-designed data collection instrument will result in higher quality, accurate, up-to-date and relevant data and save time on data entry” Grosh, & Glewwe, (2000)

Data collection procedures and techniques

Throughout cycle 1 in data collection we found that Lack of vocabulary, grammar inaccuracy, Use of ICT, Students’ codeswitching and writing mistakes were the most outstanding categories based on the stages of the first cycle. So in order to strengthen the research problem we continued with the implementation of the instruments, upholding the open coding as strategy in order to contrast the occurrences and the categories and axial coding to research interpretations emerged from open coding with the theoretical discussion.

Data Analysis from instruments - Cycles I and II

Journals Data analysis.

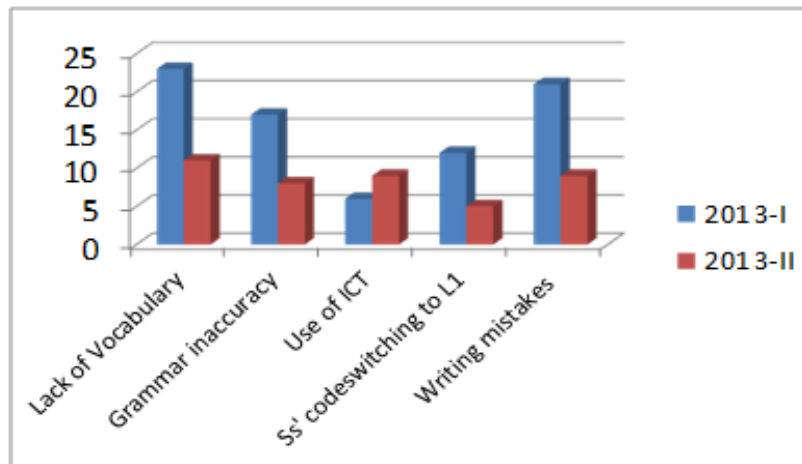


Figure 5: Graphic Representation of Open Coding based on Journals Implementation -2013- I &

II-

Figure 5 shows the most repetitive research categories: *Lack of vocabulary*, *Writing mistakes* and the *Use of ICT* in stage II, not to leave out *Grammar inaccuracy* in stage I, which were also of our interest to carry on doing research. These categories were divided into the two periods of observational stages, between 2013-I with 61 students, and 32 journals, contrasted to 2013-II with 59 students, and 8 journals. In these, students showed some improvement as to *lack of vocabulary* (23 occurrences), lower than in stage II (11). This reduction is probably attached to the implementation of ICT, particularly showing a 60% vocabulary improvement in *Implementation II* because, just right after, *Implementation Stage I*, we were given the chance to apply all these instruments focusing on ICT and even more during *Implementation Stage II*, as we were given the whole responsibility of teaching the two hours of every session in our practicum. In that way, we were able to involve all the ICT activities to the academic process. Hence, the integration of ICT was not only effective for the students but also profitable for teachers, taking into account these results.

Some other important categories we can observe as well were *Grammar inaccuracy* with (17) occurrences in stage I and (8) in the second stage. The relation of occurrences here is difficult to relate taking into account the fact that both groups were made up of different students, complying with the needs of the Practicum at both the University and the CUN. A different situation happened with another interesting category, *Use of ICT*, which increased in stage II due to the integration of ICT in our classes, with a number of 9 occurrences in comparison to that the *observational stage I*, with 6 occurrences.

The last category that caught our attention was *Writing mistakes* because it showed a high rate occurrences (21) in stage I, and much lower (13) in stage II. This might have happened because during stage I, we, as *Teacher-researchers*, did not have the total control of the

activities, taking into account that homeroom teachers designed the other half of the activities. Being so, in *stage II*, *writing mistakes* were less mentioned due to the ICT integration in 100% percent of the classes, all of this held both in classrooms and the in the platforms proposed.

Students' Written Tasks Data analysis. a

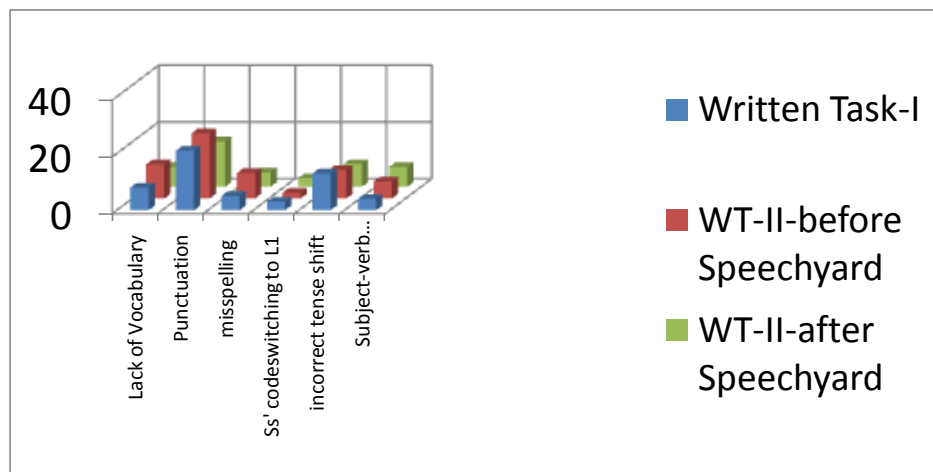


Figure61: Graphic Representation of Open Coding based on Written Tasks implementation - 2013- Cycle I & II

Figure 6 displays a written task instrument, which was applied to 42 students, applied once during *Implementation I* and twice in *Implementation II*, before and after involving them in *Speechyard*, in order to find out what this platform had had on students' vocabulary performance. As expected, the initial written task showed more writing problems, such as lack of vocabulary (12 occurrences), much more than after the *Speechyard* application, indicating that in *Implementation II* students reduced significantly (about 40%) some writing problems such as *lack of vocabulary* (7), *incorrect tense shift* (8), *subject-verb agreement* (7), *misspelling* (5), and *code-switching* (3).

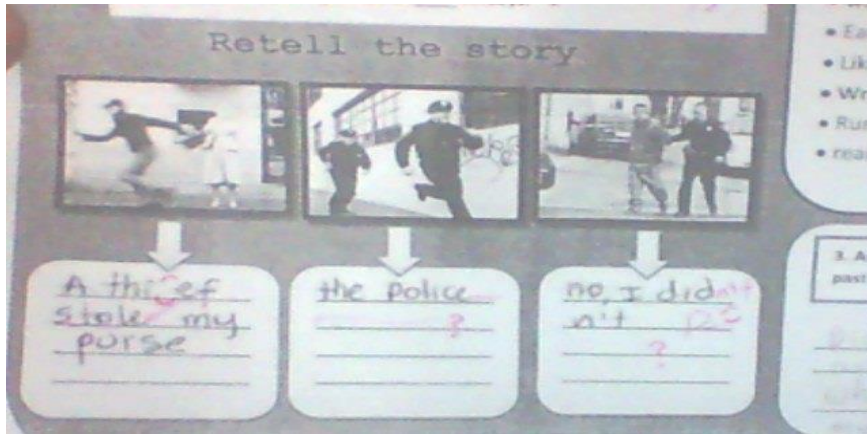


Figure 7: Sample 1 of a Writing Task Implementation I-2013

Figure 7 shows one of the highest rate of all the categories, which has to do with the *Lack of Vocabulary* observed. As student used first person narration at the beginning, because of the way the student perceived the story through its real dialogue, in contrast with the fact that in the other two segments, she was not able to explain the sequence of the story due to her lack of vocabulary.

<p>John Jairo Escudero Ferreira</p>	<p>I liked the video of doctors where they killed the fly (mosca), and your family arrived to the hospital, they believed that he had died. this video is very funny. this video teaches that we believe in the first that saw</p>	<p>advertisement is a commercial of publicity, where they sell ideas, products or services. you're right.....</p>	<p>they killed the fly (mosca), and your his (su (de él) Possessive adjectives) family and.....we believe in the first thing that saw = we see. the rest is perfect..... well done.....</p>
<p>Wilson Sanguino</p>	<p>I liked the video three the man who walks his dog and drops her dessert believing that eating their dregs. this video seen him before and is very funny.</p>	<p>advertisement: is a message publicity destined intended to release a product to the public. good</p>	<p>I liked the video three.....remember ordinal numbers in class....I liked the third video.. drops her his (su (de él) Possessive adjectives) dessert falta sujeto(They).....believing-believed, pero es mejor "thought" (pensaron) that he was eating their his (su (de él) dregs. dog's poop. this video seen him I had seen this video (Yo había visto) before and it is very funny. good job Wilson....</p>

Figure 8: Sample 1 of a Wiki writing task Implementation- 2013- I

As shown in Figure 8 through the wikis we were able to carry out writing activities in which a video or a photo were included on this platform in order for the students to discuss about

them (Burns, 2010). In this Figure, it can also be seen that the writing process had to do with concerning, brainstorming, drafting, editing and publishing (Penington, et al 1996).

Aptitude Test Data analysis Cycle I

Dornyei, (2003) stated that this instrument as a positive factor that could determine whether the research process or students’ perceptions obtaining from this element a variety of outcomes or interpretations, particularly through numerical scales. In respect to, we applied 68 aptitude tests in three different classrooms (See appendix B) upholding ICT issues as main reference. In the first group, there were 17 students, 23 in the second group, and 28 in the third one, all of them in A 2.1 level. This test was designed in multiple choice scales with closed questions, for the students to reflect on their use technology devices as well as their perceptions about them to identify how familiarized the students were with the ICT and how they would or not include ICT in their daily life in order to facilitate their foreign language acquisition. We administrated and scored these tests in a predetermined, standard manner so they would have more validity.

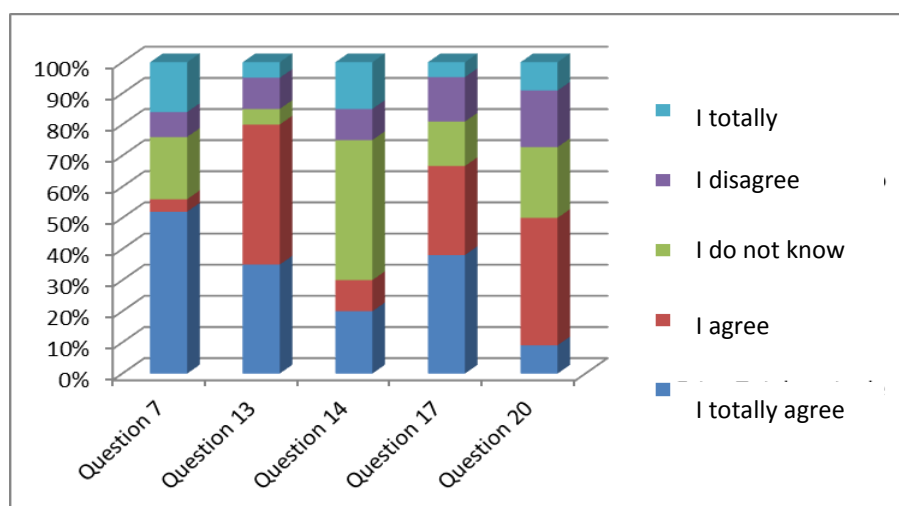


Figure 9: Graphic Representation of Open Coding based on Aptitude Test Implementation-2013-I

Figure 9 shows 5 out of 21 statements applied through the aptitude test can be observed. Question 7 had to do with the use of electronic devices and access to the Internet, such as, cell phones, tablet, computers and others, to which over 55% of students replied that they did use ICT and had always had access to the Internet, which tells us that the integration of ICT would not be a new issue in their learning process due to the fact that students use them as part of their daily basis in relation to personal matter. In question 13, 75% of the students answered that they used the Internet in order to improve their English, in contrast to a 40% of the students who did not know about an ICT implementation by the CUN as for English learning program. What was surprising was that 25% did not agree with such implementation, even though more than 60% of students said to be familiarized with the use of these ICT tools, as we can observe in question 17. This might happen because this 25% percent mention no expertise in these technologies or no interest in them. Besides, these students might make some use of the Internet, but probably for different purposes, perhaps regarding academic or social aspects, given that everybody has different interests, not necessarily related to English learning.

Wiki Data analysis. (Cycle I and II)

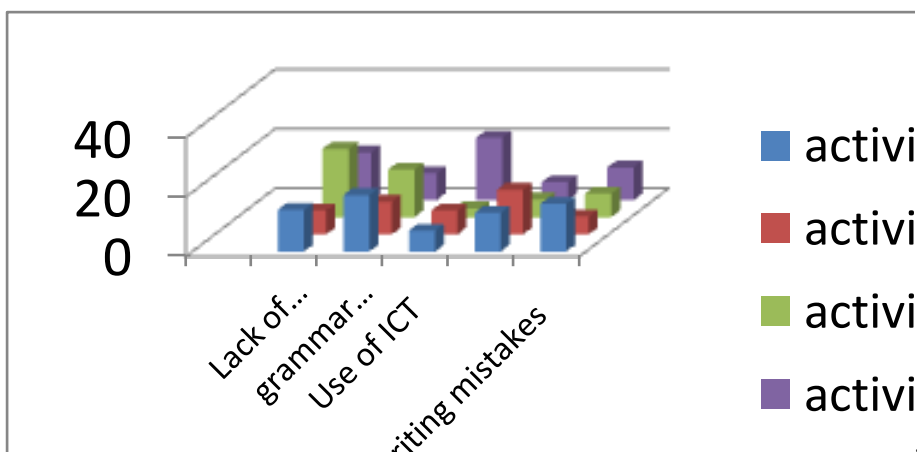


Figure 10: Graphic Representation of occurrences number with wiki activities Implementation-2013- I & II

Figure 10 shows the number of activities with the implementation of wikis as well as the emerging categories from it: *Grammar inaccuracy, lack of vocabulary, writing mistakes, use of ICT and students' codeswitching in writing*. It is important to mention that this instrument was applied to a total of 34 students from different groups as well as to mention the importance of such tool for collaborating on an online-environment (Augar, Raitman & Zhou, 2004).

During the application of this instrument, it can be observed that high categories rates such as *students' code-switching* in implementation I with 14 occurrences in activity 1 and 8 in activity 2, differ from implementation II, with 23 occurrences in activity 1 and 16 in activity 2. Similarly, in implementation I, *grammar inaccuracy* activity 1 shows 19 and activity 2 shows 11, unlike implementation II, it shows 16 in activity 1, and 9 in activity 2. From the analysis of these two categories, we observe that students did better when the wiki was implemented for a second time, which might probably mean that students improved their writing process and finally become more familiar of its use and of their learning process.

Blogs Data analysis (Cycle I and II)

Eight students carried out the blog writing tasks. Figure 11 is aimed to explicitly show the progress students had in terms of *lack of vocabulary, code-switching in writing, instruction misinterpretation, and writing inaccuracy*.

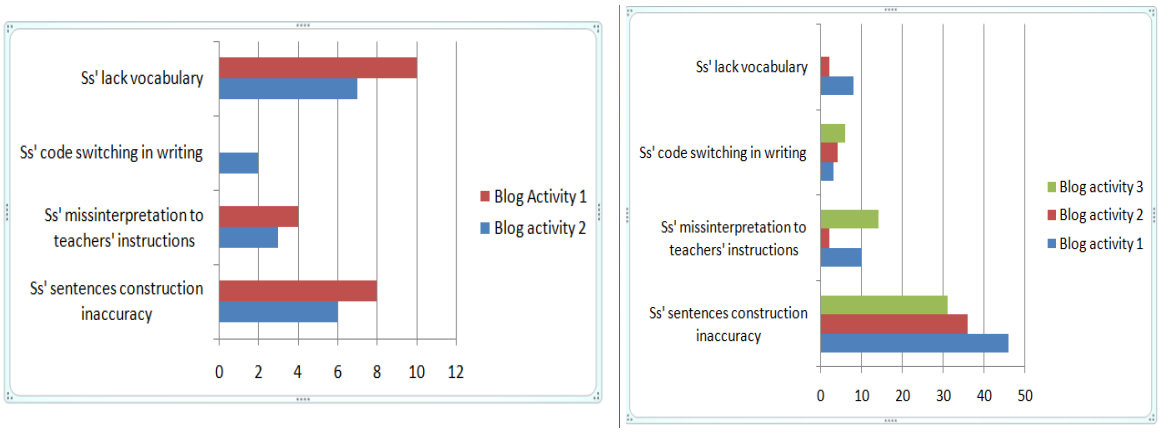


Figure 11: Graphic Representation of Open Coding based on Blogs Data Analysis – Implementation -2013- I & II

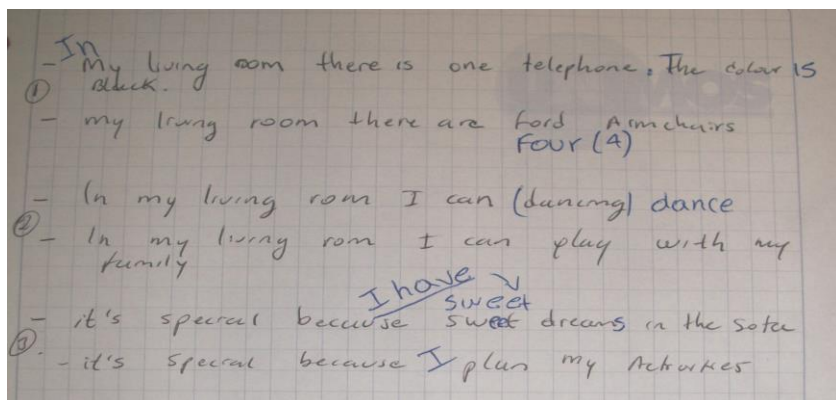
Based on the outcomes obtained from the two different blog activities, it is observable in Figure 7 that writing inaccuracy occurred when it came to sentence construction: in the first activity, it had eight occurrences, which were reduced to 4 in the second activity, which proves as much as 50% of improvement. Another important point is that students' *lack of vocabulary* decreased through the proposed activities in the blog in a significant way from the first to the second blog entry, as the rate of failure in using vocabulary dropped 50%, clear evidence of the effectiveness of the tool, at least in this particular context. At last, but not least, are the other two categories in which it is noticeable that teacher's instructions still need to be improved for them not to interfere in the task itself, especially in the interpretation students make of it, so the activity is not done incorrectly. Additionally, given the fact that in writing students have extra time to reflect and think about what words to use Spanish did not get in the way of their ideas.

During the blog implementation II process, two different writing tasks were applied to 26 students from a A.1.2 EFL class. Four dissimilar, yet equally relevant occurrences that emerged from the analysis were: *students' sentence construction inaccuracy*, *students' misinterpretation to teacher's instructions*, *students' code-switching in writing* and *students' lack of vocabulary*. The most repetitive occurrence was *students' sentence construction inaccuracy*, with 46 occurrences in the first blog activity, followed by 36 occurrences for the second blog activity, and for the very last blog activity, 31 occurrences which were evidenced. However, as we can see, the level of reiteration diminished as new writing tasks were proposed in the on-line academic space designed for students to actively participate. Even though the level of inaccuracy was still high in the last blog activity, the analyzed data showed that as more activities were implemented in the blog, the more the learners were able to yield as evidence of a

more effective learning. From the first to the third and last blog activity there was an improvement of almost the 15% in students' writing inaccuracy, perhaps due to the nature of the on-line activities themselves through the ICT blog tool which is effective media for enhancing instruction, teaching and learning as Pelgrum and Law theorized (2003).

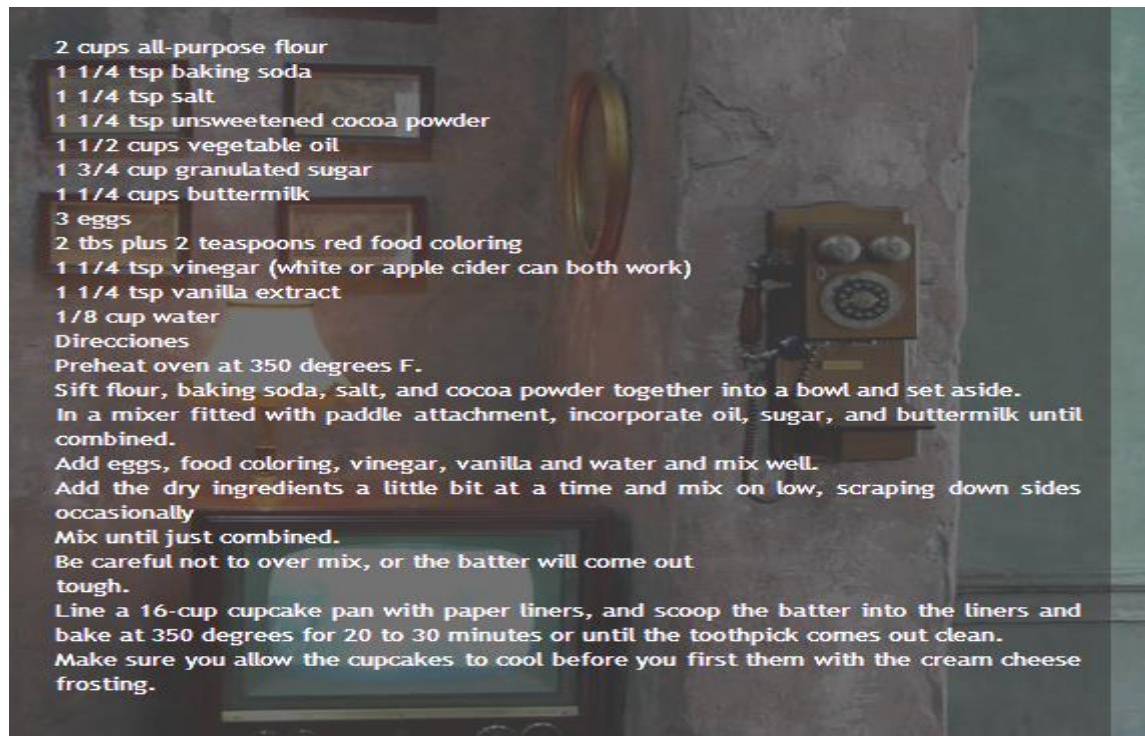
On the other hand, *student's lack of vocabulary* in the first activity started off with as many as nine occurrences went down to no occurrences in the very last blog activity designed so far. A clear improvement of 100% concerning the initial activity, even though the vocabulary employed was the same as studied in class, reinforced through imagery in the blog itself.

Learners, through the different participation in the blog entries, looked for more means to expand their vocabulary and not let this situation affect the flowing of ideas with regard to the writing tasks, which can be contrasted with the products they handed in after in-class writing samples, where the lack of vocabulary was an issue for most of them. Figure 11 and 12 make evident the contrast between the writing products, both in paper and as a blog entry, made in different activities by the same student. This contrast shows the progress in respect to the student's vocabulary in one semester.



Source: A student writing task about places of the house, (*Implementation II*)

Figure 11: Students' sample on written task on paper based on blogs data analysis implementation II- 2013



Source: A student Blog task about recipes (*Implementation II*)

Figure 12 Student's Sample of Writing Task in Blog Based on Blogs Data Analysis – Implementation -2013- II

Other two occurrences, which appeared during the data analysis, were both students' misinterpretation to teachers' instructions and students' code-switching in writing. The category related to students' misinterpretation to teacher's instruction, though, in the third activity, was useful to help teacher-researchers reflect on their teaching practice as many students misinterpreted in some way the instructions given. Apparently, this particular circumstance did not directly interfere in the quality of product the students created, as the importance of giving clear instructions becomes an essential part of students' learning process. The second category

that has to do with students' code-switching in writing made it noticeable that Spanish still plays a role in the process even when it comes to writing in a foreign language but this particularity did not affect the specific research purposes.

Speechyard Data analysis (Cycle II).

During this section, we focused on vocabulary acquisition. We implemented a platform that had to do with vocabulary learning activities through film dialogues in which the students click on the words from English subtitles and they could see the translation in Spanish; but they also had the chance to add it to a special number of activities in order to use it in contextualized situations. These activities had to do with different tests of evaluation upholding different mechanisms of vocabulary learning such as, memory, matching words, put the words in contexts, which helped students expand their vocabulary knowledge through this interactive way, which also showed that students practiced from 1 to 160 words in the different activities proposed in this platform.

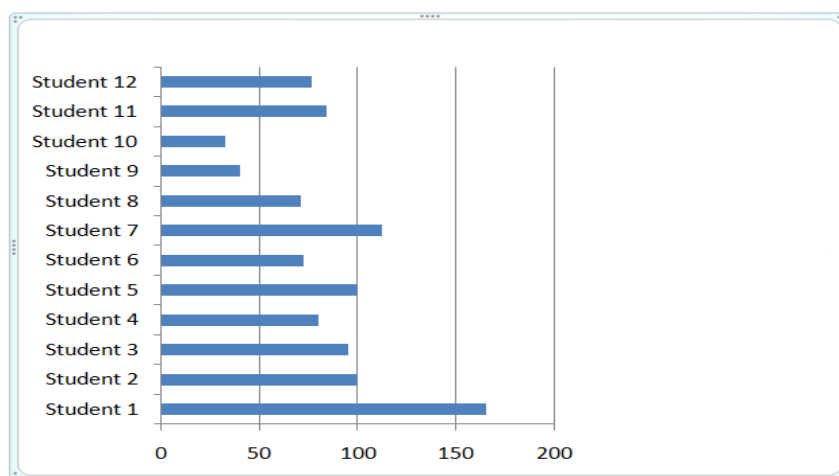


Figure 13: Graphic Representation of words learned with Speechyard Implementation 2013-II

In figure 13, we can observe the number of students as well as the number of words learned per student during the implementation of *Speechyard*. Twelve students took part in this instrument and, analyzing the student who registered the most words learned (165 words), in contrast to that student with the fewest: 32 words. Through its implementation, the students were proposed to work with at least ten words weekly during 7 seven weeks, and they had the opportunity to work on different types of assessment tasks in order to learn vocabulary. At the end of its application, we were able to observe that it indeed helped in students vocabulary acquisition according to second written task applied.

Video transcriptions data analysis Cycle I and II.

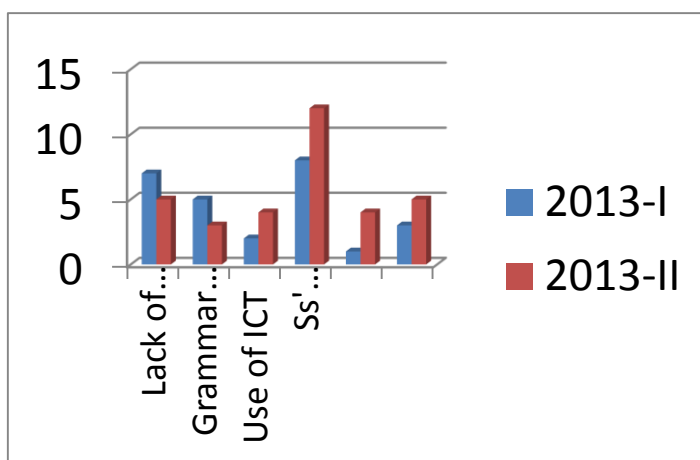


Figure 14: Graphic Representation of Open Coding based on Video Transcriptions Implementation -2013- I & II-

Subsequently, Figure 14 shows results after having two videos analyzed during this term with two groups of students, teachers attempted to encourage students’ participation in *stage I* through a dynamic activity, in which students had to rank some celebrities by using ordinal

numbers. This category stage II appears to increase in comparison to the others, but this might probably have happened because students might have felt observed during the video recordings by the camera, so naturally, most of them did not participate.

Some other remarkable categories that came out from this instruments were *Students' code-switching*, with 12 occurrence in stage II and 8 in stage I; this might have happened because the students did not have enough vocabulary to minimally interact with the teacher (See appendix X), and also observable in the fact that the least mentioned was writing mistakes in *stage I* with an occurrence of 1 and 4 in stage II, but in grammar inaccuracy *Stage I* showed a major occurrence than in *Stage II* ; those activities which were prepared and applied had a communicative emphasis and oral performance was involved in them.

Data analysis stages and procedures

Open Coding

This study also involves a codification strategy in open coding during the first two months of practicum which were fully observational processes in which we registered teaching and learning issues, as well as some other aspects through the application of journals and videos as instruments to such purpose. The next three months we started implementing a piloting stage according to the number of occurrences to try to determine what impact these strategies had over the highlighted categories, these strategies concerned wikis, blogs, and a platform called *Speechar*. Research data analysis started in cycle one with open coding. This process was based on several instruments in which the most important categories are rendered to avoid redundancy, in order to discover some subcategories representing the main categories codified in terms of detailed information (Sampieri, 1996).

Table 4.1

Open Coding based on data-collection instruments (journals, video transcription, Wikis, Written Tasks and Blogs) Implementation -2013- I

CATEGORIES	SUBCATEGORIES	
L2 VOCABULARY	SS' lack of vocabulary	278
	Ss' codeswitching	68
WRITING SKILLS (WRITING INACCURACY)	Ss' writing inaccuracy	91
	Lack of written words	21
	Lack of dictionary use	3
	Punctuation	60
	Subject-verb agreement	17
	Incorrect tense shift	31
	Written Codeswitching	94
ICT	Lack of ICT resources at CUN	6
	Use of ICT	27
STUDENTS' PARTICIPATION	Lack of commitment to comply with assignment	3
	Lack of students' participation	8
	Late arrivals (tardies)	15
STUDENTS' MISINTERPRETATION FROM TEACHERS' INSTRUCTION	Students' Misinterpretation	5

Table 4.1 displays the categories that emerged from the Open Coding collected from cycles I and II, taking into account the CUN students in three different classrooms. All this data information was collected from Journals, Wikis, and blogs, video transcriptions and written tasks activities.

L2 vocabulary

Lack of vocabulary and codeswitching are related to this category since in observational stages we were able to see that students could not communicate with the teacher, so their final option is to do it by speaking in Spanish, that is why through ICT implementation we were able to demonstrate that this category was reduced since students considered it motivational and meaningful when attempting to try to understand a word in context or video by its three characteristics according to Nation (2001).

Writing Inaccuracy

This category was an aspect that could determine the students' lack of vocabulary since they displayed other associated subcategories of their writing skills Nazim & Ahmad, (2012) and it is pertinent to mention that their occurrences were decreasing when implementing ICT in contextualized writing tasks (Tomlinson, 2003), but it is also remarkable to say as well that they still had writing mistakes.

ICT

This was another important category since it was the least mentioned during first observational stages, as this resource was limited at the university because of availability, but it was an outstanding resource due to the fact that students could work on it at home in an independent way.

Students' Participation

As for this category, it is pertinent to say that it was related to several aspects in the classroom, the first has to do with the students' lack of vocabulary, the second is related to homework commitment and the third was mainly because of tardies, since most of the students worked in the day or some others took classes in other branches of the university.

Axial Coding

To complement the Open Coding, when data had been identified and separated, Axial Coding was used to create connections among categories and topics (Sampieri, 1996), so during *Implementation II*, a model was constructed from the studied phenomenon, which included the conditions in which it occurs or does not occur, the context in which it happens, the actions that are described and their consequences, all this by means of analytical codes.

In table 3, research categories *EFL vocabulary*, *writing skills* and *ICT* were carefully studied and revised, as these were the ones directly connected to the variables, which steered this research process all along, especially up to this point. They were used for the research team to be able to derive subcategories that would narrow the analysis down with the aim to explain the different phenomena observed in the EFL academic contexts the project and its participants were immersed in. Both the theoretical framework and the antecedents allowed the research team to understand at some degree the implications of those subcategories when it came to learning a foreign language.

Table 4.2:

Axial Coding based on data collection instruments (videos, journals, wikis, blogs) – Implementation-2013- II

CATEGORIES AND SUBCATEGORIES FROM INSTRUMENTS (VIDEOS, JOURNALS, WRITTEN TASKS, WIKIS, BLOGS, ...)		
CATEGORY	SUBCATEGORY	ANALITICAL CODES
L2 VOCABULARY (208)	Students' lack of vocabulary	✓ Class Schedule: Students' English Schedule only meets on Fridays.
		✓ Lack of learning strategies: students learning strategies may not be appropriated for them
		✓ Lack of autonomy: Students may not be autonomous when reviewing vocabulary
	Affective Filter	✓ Lack of interest/motivation: Ss may not feel motivated as to learn a different language
		✓ Lack of confidence: Ss may not feel like self-assurance as to start learning a foreign language.
		✓ Lack of need to learn: Ss may think studying a foreign language is not necessary in their lives.
WRITING SKILLS	Inaccuracy	✓ Lack of exposure. Ss may never have the chance to be taught a different language.
		✓ Lack of learning habits: Ss may not have the habits of searching or starting a foreign language.
		✓ Faulty instructions: Students may be given incorrect or misunderstood instructions by the teachers.
		✓ Misunderstanding of speech words: Ss may have problems differentiating verbs, adverbs, adjectives, etc
ICT (46)	Lack of resources	✓ Limited budget: the implementation of ICT may become an expensive issue.
		✓ Security issues: the implementation of ICT at CUN may not be theft-proof.
		✓ Curricular parameters: CUN curriculum may establish ICT only in the professional guideline services related to main professional purposes

In this regard, as a formal attempt to provide a bigger and a clearer picture of the subcategories taken from the categories witnessed during the practicum, a number of analytical codes emerged, accounting for the underlying reasoning of these actions taken. Being so,

concerning *students' lack of vocabulary* as the one and only subcategory of *EFL vocabulary*, the research team believes that various aspects had an explicit impact on the CUN students' vocabulary acquisition process such as: 1) EFL schedule meeting only on Fridays, as based on our experience and studies on the topic, we believe in the idea that the more you are in contact with the subject of study with appropriate guidance from the experts in the language, the greater deal of opportunities emerge to expand your vocabulary (Yongqi, 2003, p. 2)

The learning strategies may not be appropriate for them, since at the CUN they evidently fail to offer contextualized and meaningful activities through up to date tools such as ICT, which students can relate to in order to get cognitively and affectively engaged as to achieve a more effective learning process (Tomlinson, 2003); 3) Students are not autonomous when reviewing different elements of the language, most likely due to the fact that students have tight schedules and lack interest in their own EFL learning process, reasoning broadly evidenced and supported through the students' constant late arrivals to class registered in the different journal entries (See appendices F, G & H). All these make the process even more difficult when as seen in some of their answers to the question made in the survey applied in, about the time spent autonomously studying, they do not spend much time studying the target language by themselves as to increase their knowledge.

Another subcategory directly related is what Tomlinson (2003) defined as *affection* upholding the language, which does not seem to be relevant towards the target language. For that reason, the lack of motivation, the lack of self-confidence and the lack of value given to the language become evident manifestations from the learners. Nevertheless, theories have shown that any learning process can only be highly effective when people have a strong desire and need to learn the subject at hand and, with that in mind, it should be the teachers' responsibility to

make that happen in the particular teaching and learning context in which these situations are evidenced.

When it comes to writing in a foreign language, inaccuracy seems to have to do with: (1) students were hardly ever exposed to writing in a different language, so they may barely find enough cognitive or grammatical structures to come up with worthy written products in the majority of cases Nazim, (2012); (2) there seems to be a generalized lack of writing habits, as learners express not to be used to writing, even in their native language, which makes any attempt to write something as odd as uncomfortable; (3) teacher's instructions might be misinterpreted, and students may fail to understand samples and modeling provided to them to follow.

In this sense, EFL learners might have a hard time understating not only what and how to do what it is assigned in a specific task but might not see no real purpose with the task itself, and given the fact that they do not write too much, if an appropriate sample is not provided, students' written production might end up as an incoherent and meaningless piece of work; Lack of recognition of speech elements: In most cases, learners do not seem to see any grammatical difference among words, and often do not know when it is correct to use them (Gebhard, 2006) as a vast number of written samples taken from the students production prove so.

The last subcategory extracted from the analysis deals with *ICT* as a means to enhance target language instruction. However, in the particular place where the research team carried out the pedagogical practicum there was an obvious lack of ICT tools. Therefore, the learning and teaching process fails to benefit from the advantages and possibilities ICT can offer. We think this situation occurs because: (1) there might be limited budget for the CUN institution to be able to afford state-of-the-art technology equipment in order to improve the students' learning

opportunities, as comments from the teachers and students suggest, even though every day it becomes more and more essential to make efforts as to provide these tools because of their multiple values; (2) Lack of competent use of ICT, as when efforts are made to acquire the ICT material, just as important as generating spaces in which teachers and students are properly guided on how to use the tools in order to make the most of them , I the improvement of teacher instruction and student learning; (3) Limited use of some of the ICT tools must be made accessible to all of the students and guiding teachers, as it is necessary to offer guidance when needed or requested.

Findings

The data obtained through the implementation II by using the attitude test, journals and video recordings were classified in a variety of research categories and reflected a number of dissimilar yet equally relevant occurrences. To be more precise, our observations rendered and revealed as main issue students' limited exposure to English, lack of vocabulary, code-switching, grammar inaccuracy, limited materials and writing construction inaccuracy in sentence construction as the most relevant findings.

Speechyard Instrument

During its application, the platform showed that students worked with an average of 20 to 170 words, so this platform accounted for the amount and type of exercise the students worked. In order to quantify this data, we included two writing tasks, which displayed the initial and the final conditions of vocabulary acquisition before and after *Speechyard* implementation.

This instrument helped us better know and understand the students' interests as well as the students' performance through the English vocabulary acquisition, in which the students had to work independently by learning vocabulary in contextualized exercises that tested memory

and words in context, so by means of this analysis, we were able to notice that most students took part in it and displayed positive results (See appendices V & W) in the second written tasks when involving vocabulary learned (Laurence, 2006). Hence, we may state, by starting to answer the specific objectives of this research, that this instrument is closely related to students' vocabulary learning because its integration in this specific academic space allowed them to work independently through an effective and motivating way, as students expressed.

Wikis Instrument

Wikis were applied based on their huge advantages as to reading and writing processes, as is stated by Leuf & Cunningham (2001), and they allowed us to guide the students through self-correction, and cooperative work. Although our data analysis accounts for the same writing and vocabulary problems, it also showed some emerging subcategories, such as *misspelling*, *grammar inaccuracy*, *subject-verb agreement* and *lack of vocabulary*, during Implementation I.

Categories which were high, but which were reduced in Implementation II, to the extent that there was a 45% improvement on students' vocabulary and writing mistakes (See appendices R & S), which was something important to bear in mind through our teaching experience at the CUN because of its positive impact Wikis had on the students learning, reflecting, as it was an innovative, interesting and funny way to learn English in and outside the class.

Even though at the beginning of its application it made us reflect on the activity preparation, it also made us think the topic might not come from students' interests, or else, students would not be able to write by expressing their own ideas (See appendices R & S); after working with wikis, the students showed some progress by learning and applying the vocabulary when trying to look for the words they meant. Being so, we were able to see that most of the

Wiki activities final analysis accounted for an improvement of vocabulary of over 40% in only its second application, and for how effective and helpful Wikis were when improving vocabulary through communicative and contextualized written activities, as not only was this improvement due to the on tool itself, but to the activities proposed by the teacher.

Blogs Instrument

The findings reached proved that ICT tools are effective media for enhancing instruction, teaching and learning, as Pelgrum and Law (2003) stated. During the first and second blog implementation stage, five contextualized and meaningful activities were developed in order to improve students' EFL performance. The data collected served as evidence of a significant improvement of the 30% in *students' lack of vocabulary* and of the 20% in *writing inaccuracy* in terms of sentence construction, as different writing communicative tasks were proposed and applied throughout the process. The rate of negative occurrences from those particular categories was reduced to the point of not having more of those occurrences to any further extent in the lack of vocabulary category. In addition, students were led to discover that the blog entries were a great opportunity for them to express themselves, share their experiences, explore what they knew or reflect on what they ignored (Blakesley and Hoogeveen, 2011). These kinds of activities helped students forge writing habits, participation and interest in the blog tasks, as the findings revealed that the use of blogs in this particular language learning context helped students explore and assimilate new ideas, create links between familiar and the unfamiliar, mull over possibilities and explain them to others (Vurdien, 2010). Then, with this research we were able to evidence that Blogs definitely were able to help improve students' vocabulary through an collaborative and contextualized online platform.

Students Written Tasks

Through the application of this instrument we were able to notice the most outstanding categories in terms of *Lack of vocabulary*, as it reduced 40%, and *Writing problems* reduced 20%, which shows that that the students of the CUN met difficulties and improved some of them when writing or making short contextualized written compositions (See appendices T & U). Nevertheless, its application was also favorable to their learning process in the sense that by *making*, the students were able to reflect on what they *ignored* (Blakesley and Hoogeveen, 2011).

The most relevant findings that were reached after analyzing the data were related to both the quantity as well as the quality of the students' written productions once a variety of writing tasks were proposed and carried out through different ICT tools such as the wiki, the blog, and the Speechyard on-line platform. In some of the written-tasks' samples it was observed that some students were not able to complete the writing activities and left them in blank or simply wrote incoherent words associated with L1 translation. Some others, who completed the activity, had writing problem such as misspelling or wrong tense conjugation, but the most important finding concerning this instrument was that when this instrument was applied for the second time with a pattern sentence, the students showed a small improvement of these difficulties since, as stated by Tomlinson (2003). By providing writing samples or models, students can follow as well as to interactively engage in terms of cognition and affection their students in contextualized and meaningful writing tasks. Overall, this particular situation with the ICT tools served as a helpful example in order to corroborate that up to these technology-enhanced learning and teaching strategies, learning became more meaningful, as students got to communicate their ideas through EFL.

Journals Instrument

During the application of this instrument in Implementation I, we were able to observe 23 occurrences of *Lack of vocabulary* and 21 of *Writing mistakes*, but as researchers, we also had to look at the least mentioned ones in implementation II, such as *Code-switching* and a considerably reduction of 40% in *Lack of vocabulary*, so this instrument proved pertinent in the sense that it became a way of capturing significant reflections and events in an ongoing form, as well as unquantifiable data (Burns, 2010). As to our own experiences with journals, we found that in some, students displayed nonconformity about the use of the institutional book, and lack of motivation or interest in the ICT activities. Hence, we basically may conclude that we were able to observe through the two cycles that the application of this instrument revealed us not only the students' difficulties, such as *Lack of vocabulary*, *writing mistakes*, and *Code-switching*, but also the evolution the students had specifically on vocabulary learning during the implementation of ICT.

Video transcriptions

This instrument revealed as the highest categories, which had to do the students' *Code-switching* to L1 with high occurrences in stages I and II, as well as, the *Lack of Vocabulary*, but this instrument also helped us register and focus on the students' EFL performance in class. Its application also showed us a new category to take into account, which had to do with the *students' participation*, even when through this analysis, it could be observed that the main categories were related to learning improvement of writing skills and vocabulary acquisition by means of ICT implementation, which let us render the real English students' performance. Furthermore, this instrument was useful to evidence the learning contexts in EFL at the CUN in terms of classroom environment which, according to Burns (2010), it is an important and crucial

issue in data analysis. For instance, we were able to observe during that students' participation was not active, so the teacher had to ask the students questions continuously in order for them to answer. This instrument served as an external evidence collector that helped us identify the students' English performance in terms of *use of L1* or *Code-switching* in class, as well as the difficulties they had when speaking or writing. It was applied in order to enhance learning and teaching strategies to improve students' performance, and it rendered information related to *lack of vocabulary*, *writing mistakes*, students' *Code-switching* to L1 and *grammar inaccuracy*.

Aptitude Test Instrument

After the application of the test, we were able to observe that most of the students (60%) were already familiar with the use of ICT, and that 75% of the students used ICT in order to improve English through different platforms. Besides, that Wikis and Blogs were not well-known by the students, but the most outstanding issue was that more than half of the students had always had access to the Internet, so this made our ICT implementation process easier.

The importance of applying surveys, questionnaires and aptitude tests is that they allow to understand external factors from students who are the subject of study in terms of reality perception in the educational atmosphere (Burns, 2010), but in terms of effectiveness and use. Dornyei (2003) argued that this instrument is a positive factor that could determine whether the research process or students' perceptions obtaining from this element a variety of outcomes or interpretations, particularly through numerical scales.

One of the particularities of this instrument was that it was written in Spanish, in order for the students to feel much more confident and to answer it without any tough tie, so the language was the first concern of most of the students. Another particularity, but not less important, was that this instrument was applied in the three different groups of practicum, giving us a better

overlook of what we intended to find and determine in this research. As a conclusion, we may say that this instrument helped us find and identify the relationships and perceptions students had about ICT usage.

Conclusions

All the way through the current research, we were able to identify the initial and final vocabulary level of EFL students by following the next specifications: First of all, students were given the instructions to work on specific topics proposed by the teacher academic book, and it was necessary to follow the instructions within the given context.

Secondly, students became more motivated (See appendix Y) in this academic space if we consider their participation in the activities (Maizurah, 2007), which allowed them to be more active and independent users while working at home. Consequently, students became familiar with the usage of ICT, so positive results started to come up from data analysis while students were improving and strengthening their vocabulary in L2 by means of communicative writing tasks, we found the progress when *Wikis and Blogs* were applied being reiteratively the closest relation in implementation I & II.

Third, another relation found was the exploitation of time, upholding that the students had only two academic hours per week, so its implementation let them work comfortably by managing their own pace in an autonomous way, evidencing in this its effectiveness when implemented in classes.

On the other hand, we were able to observe the significant influence Wikis and Blogs had on students' vocabulary since data analysis showed that the students were able to improve vocabulary in 40% to 50 % in only its second and third application through these contextualized activities. Their implementation in a communicative and collaborative environment allowed

students to interact with innovating and motivating tools to develop autonomous learning processes, which allowed them to in turn improve and strengthen their vocabulary. One of the strategies used in these stages in order to improve students' vocabulary was the implementation of writing tasks (See appendices R, S, T & U) involving the wikis and blogs through fully communicative, contextualized writing activities (Tomlinson 2003). Based on our data analysis, we can conclude that Wikis and Blogs can help students improve their vocabulary since they became teaching and learning classroom facilitators.

We were able to examine the impact it had through data analysis that technology-enhanced learning and teaching strategies were carried out successfully through the implementation of the three tools which were Wikis, Blogs and Speechar, since they were designed and focused on vocabulary learning with a minimal practice for writing, upholding mainly by a process-oriented writing approach focused on the students' writing. Based on data analysis, these instruments represented 20% improvement in students' writing skills, and that students' writing skills improved precisely due to their vocabulary acquisition by implementing ICT in a communicative and contextualized approach, which upholds a globalized educational process. (Simpson, 2009).

Finally, We were also able to determine the effectiveness that the integration of ICT has on elementary EFL students' vocabulary at the Corporación Unificada Nacional CUN through writing communicative tasks by the implementation of the three technological tools, which also changed our EFL practices at the CUN in a positive way, since these instruments were applied in a ICT-based environment. It was noticeable that students became more capable and independent ICT users when working independently on the vocabulary, as this integration had an effect on the writing processes proposed in every class (Ilomäki, 2008). As teacher researchers, we

understood through this research that ICT can empower new educational processes of teaching and learning methods and, at the same time, it can promote students' skills in order to develop their creativity, problem-solving abilities, informational reasoning skills, and communication skills.

Nonetheless, this implementation needs to uphold and support important national educational issues, such as teachers training and capability to conduct a ICT- based class, the acquisition of physical resources such as the computers, and availability of online educational platforms. Three of the main factors that determined the impact of ICT on the CUN students' vocabulary are: First, teachers and education instances at the CUN must be aware of ICT Implementation in academic curriculums in terms of up to date educational transformation and socio-cultural approaches, which are entirely associated to a globalized educational system (Jirky, 2003).

Second, the CUN teachers must understand that ICT implementation is reliable for a language learning to be enhanced, especially in low-level students, since our project could become a referential study for other future projects to be replicated, highlighting that it is not something new in Colombia.

Third, all the teachers at the CUN must be trained on ICT implementation in order to start involving these new resources in their pedagogical practices; so the importance of a well-trained teacher has to do with the reality that there are still teachers unacquainted of its existence due to their lack of interest or incapability to access to this tool (Almadhour, 2010).

In this research, such practices were supported students' authentic activities, independent work, knowledge building, and students' responsibility which not only ease students' learning process , but also our teaching perspectives as future educators in a ongoing changing globalized

and educational practices, so finally we can also conclude that its implementation goes in hand with a continuous knowledge construction which can benefit educational processes.

Limitations of the Study

One of the biggest limitations this project had was the lack of resources, since it was conducted a *traditional* class with a book and its contents, and the most of the students (90%) did not have the textbook because, according to some discussions in class, it was very expensive, and the copies were not allowed because of copy rights; besides, it was evident that the CUN pedagogical policies did not demand it as a full requirement, so the whole classes ended up being based on written activities on the board.

Another limitation was the students' arrival time since most of them took classes in other near branches, so they had to walk from one branch to another. Equally important is to mention that the population was adult people who had to work during the day, and study at night, so late arrivals became minimal but significant, since the students who arrived late did not have any idea about what was being developed in class, so this interruption forced the teacher to explain the topic again.

The lack of technological resources was a significant issue since there was only one video beam, and the teacher researchers had to book it three weeks in advance, so this implication back-warded the learning process planned in the objectives.

One final limitation found at first stage of practicum was that students had a technological curriculum provided by the CUN but, unfortunately, it did not apply to academic spaces such as English and other languages. We think that the students' schedule was not appropriate to this academic process, as the students only had classes on Fridays for about an hour and a half, and change of schedule and population was a limitation because in every stage we worked with a

different group of students, so we did not have the chance to have one only group throughout the practicum stages in order to monitor their whole learning process.

Pedagogical Implications

In order to contribute to the creation of enhanced English as a foreign language teaching and learning environments, it becomes highly crucial to take into account that we, as educators and researchers in education, must discern and value the ever-changing mechanics of these contexts. In this regard, it is essential to apply different methods that can prove to be most suitable ones for the particular academic during our pedagogical praxis, always prioritizing the learners' perceptions, progress and realities, in order to become a study reference for other researchers who attempt to replicate an ICT research project like this one.

For that reason, it is our duty, as language teachers, to understand that our interactions with students in the classroom have to go beyond the language we teach; it is undoubtedly as important to help them build an autonomous, critical, and collaborative character concerning the most relevant problems their learning processes are faced with every day, so that they can work on a quest for doable and feasible solutions. Furthermore, as researchers in education, it is our mission to look for up-to-date means, which can facilitate the construction of those vital tools in our students while moving alongside the new ways to carry out teaching and learning projects.

Based on our particular experience with the implementation of a number of ICT tools such as, blogs, wikis and on-line learning platforms applied in different EFL academic spaces, we can safely conclude that these tools proved to be helpful when it came to getting students engaged in their learning process. Without a doubt, the exhaustive cycles of trials and errors supported this view all along, as the collected and analyzed data rendered sufficient evidence for

us to recommend this kind of methodology for teachers to foster more appropriate practices regarding EFLT as well as EFL in the language classrooms.

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Appendix A

Research consent – Teacher researchers 1, 2 & 3 - Observation stage - 2012 – II

Consentimiento Informado para Participantes de Investigación

El propósito de esta ficha de consentimiento es proveer a los participantes en esta investigación con una clara explicación de la naturaleza de la misma, así como de su rol en ella como participantes.

La presente investigación es conducida por _____, de la Universidad _____ . La meta de este estudio es _____

Si usted accede a participar en este estudio, se le pedirá responder preguntas en una entrevista (o completar una encuesta, o lo que fuera según el caso). Esto tomará aproximadamente _____ minutos de su tiempo. Lo que conversemos durante estas sesiones se grabará, de modo que el investigador pueda transcribir después las ideas que usted haya expresado.

La participación en este estudio es estrictamente voluntaria. La información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los de esta investigación. Sus respuestas al cuestionario y a la entrevista serán codificadas usando un número de identificación y por lo tanto, serán anónimas. Una vez transcritas las entrevistas, los cassettes con las grabaciones se destruirán.

Si tiene alguna duda sobre este proyecto, puede hacer preguntas en cualquier momento durante su participación en él. Igualmente, puede retirarse del proyecto en cualquier momento sin que eso lo perjudique en ninguna forma. Si alguna de las preguntas durante la entrevista le parecen incómodas, tiene usted el derecho de hacérselo saber al investigador o de no responderlas.

Desde ya le agradecemos su participación.

Acepto participar voluntariamente en esta investigación, conducida por _____. He sido informado (a) de que la meta de este estudio es _____

Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente _____ minutos.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona. De tener preguntas sobre mi participación en este estudio, puedo contactar a _____ al teléfono _____.

Entiendo que una copia de esta ficha de consentimiento me será entregada, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido. Para esto, puedo contactar a _____ al teléfono anteriormente mencionado.

Nombre del Participante

Firma del Participante
(en letras de imprenta)

Fecha

Appendix B

Aptitude test – Teacher researchers 1, 2 & 3 – Observation stage - 2012 – II

APTITUDE TEST

➤ INSTRUCCIONES

Las siguientes afirmaciones corresponden al uso y entendimiento de las *Nuevas Tecnologías de la información y la Comunicación* (TIC). Por lo tanto, usted debe responder a los siguientes enunciados, seleccionando el grado de acuerdo o desacuerdo con cada uno de ellos.

Nombre: _____ Grupo: _____

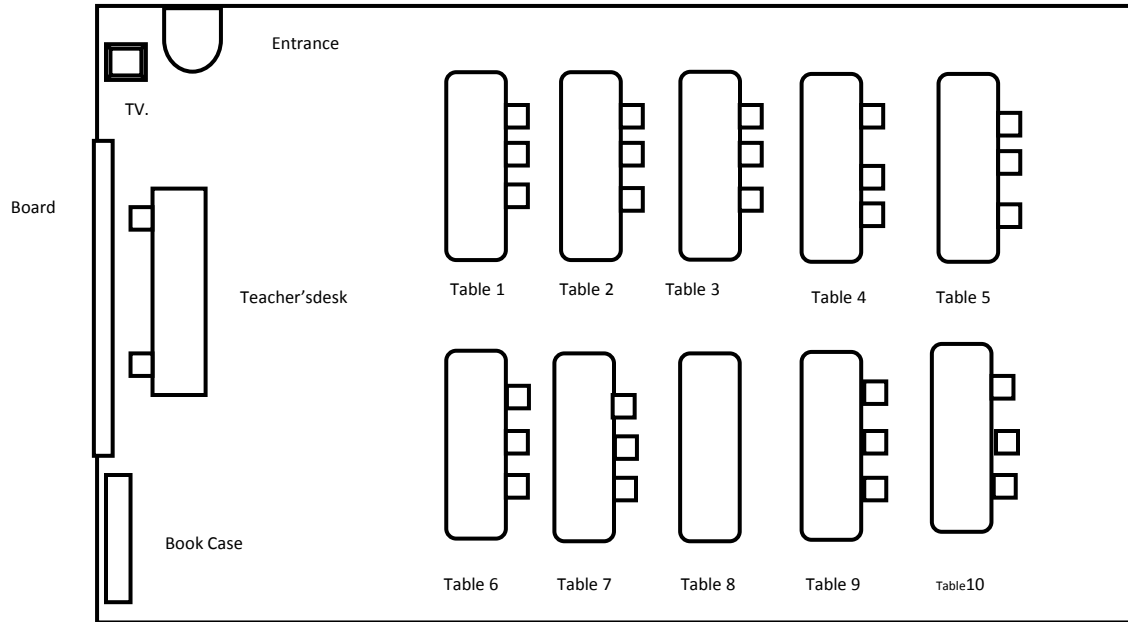
1 Estoy totalmente de acuerdo	2 Estoy de acuerdo	3 No sé	4 No estoy de acuerdo	5 Estoy totalmente en desacuerdo
--------------------------------------	---------------------------	----------------	------------------------------	---

1. Sé cómo prender y apagar un computador.....
2. Reconozco los iconos del escritorio y sé para que se usan.....
3. Encuentro fácil manejar las herramientas de mi computador.....
4. Sé cómo acceder en internet desde mi computador.....
5. Tengo acceso a internet en casa
6. Tengo acceso a internet en la Universidad.....
7. Hago uso de otros dispositivos electrónicos que me permiten tener acceso a Internet como los celulares, Tablet u otros (Cuáles _____).....
8. Tengo cuentas personales en redes sociales.....
9. Encuentro fácil manejar cualquier tipo de software.....
10. Software de sistema: (*sistemas operativos, controladores, etc.*).....
11. Software de programación: (*editores de texto, depuradores, intérpretes, etc.*)...
12. Software de aplicación: (*aplicaciones ofimáticas, bases de datos, etc.*).....
13. Accedo a sitios web en internet que me permite aprender y mejorar mi nivel de Inglés.....
14. La universidad ofrece programas o plataformas para el aprendizaje del inglés.....
15. Aprendo fácilmente un idioma cuando los recursos provienen de internet.....
16. Me es familiar el aprendizaje semi-presencial o "*Blended Learning*".....
17. Estoy familiarizado con plataformas virtuales como *Wikis* y *Blogs*.....
18. Me considero muy eficiente trabajando en proyectos virtuales.....
19. Mi aprendizaje es más efectivo cuando trabajo en plataformas virtuales.....
20. Practico mis procesos de lectura y escritura del inglés en plataformas virtuales...
21. Mejoro e incremento mi vocabulario a través de estas plataformas.....

Aptitude test adapted from Sultan M. (2010).

Appendix C

Classroom map – Teacher researcher 1 –Observation stage – 2012 – II



In this classroom map we are able to observe the classroom furniture and the resources used during classes, we can also find 26 students who are studying at the CUN G-branch from different Careers such as, engineering, accounting, catering, chef and others. This classroom is located in fourth floor 402.

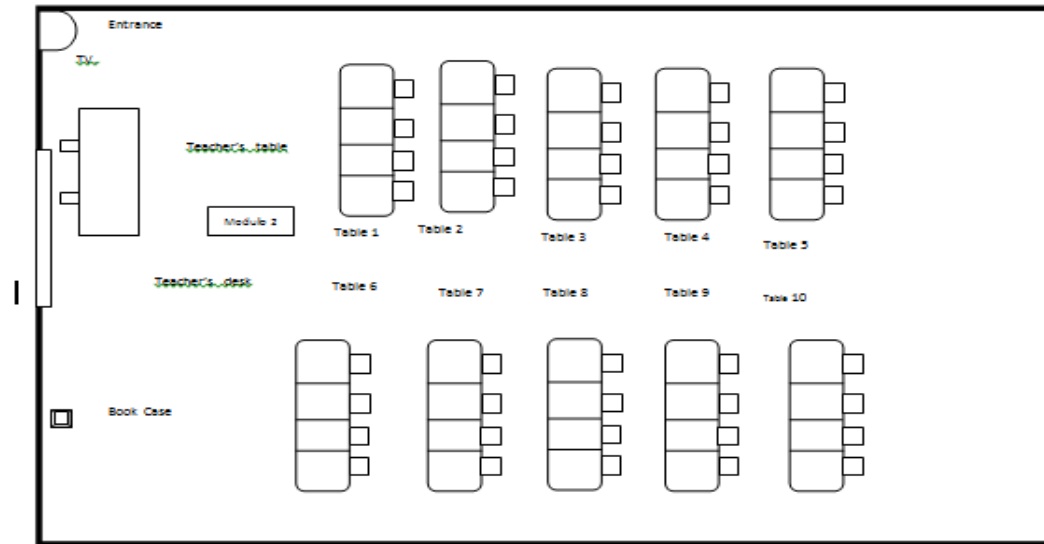
Appendix D

Research journal – Sample 4-Teacher researcher 1 – Observation stage – 2012 – II

Fourth Observation	
Classroom: G 402	Homeroom Teacher: Ruth Ramirez
Class Schedule: from 6 to 8 pm	Teacher-researcher: Lubin Franco
English Level: B2	Date: 7/09/2012
The class starts at 6:16 pm, at that time there are only three students, but after 10 minutes the other students start arriving. The teacher starts asking the students about the previous learned sicknesses expressions.	attendance
The teacher starts writing on the board some new expressions related to sicknesses or illnesses and occupations. Then she asks the students to write them all in their notebooks in order to continue with the next activity. However, three students ask her questions related to some expressions meanings; the teacher does it in English, but one of the students says her that she didn't understand, so the teacher has to explain in Spanish.	code-switching
Then, the teacher asks the students to relate the occupations and the places, so she gives an example like this; <i>Who is the doctor?</i> -the doctor is a person who heals sick people in hospitals . Then she reinforces by saying and describing the action of the occupation and the place it is held. Once the teacher finishes this explanation she starts writing two columns on the board, in the first column she writes a 15-word list of different occupations and in the second column the teacher makes a 15-word list of places and finally asks the students to work on this activity in pairs, in order to hand in just one work sheet. The teacher specifies that the students only have 10 minutes to finish.	assessment grouping
After this activity the teacher starts introducing another topic which is the conditional 0 and 1, so the home teacher asks the teacher researcher to explain the students about this topic, he agrees and starts by asking the students if any of them knows what they are about. No one of the students speaks, but the teacher asks one of the students, but she says "I don't remember unfortunately". Then teacher researcher starts with the explanation by writing down the schema or formula they have to be done, after that he says some examples related to daily life.	warming interaction grammar

Appendix E

Classroom map – Teacher researcher 3 –Observation stage – 2012 – II



It shows that in the classroom there were some technological resources such as, a television, a VCR, but the board was the principal tool the teacher used. The students' desks were not organized in rows; they were individual seats and there was a hall in the middle of the classroom, being the only space for the teacher to monitor the classroom. Apparently it was an English lab before but now it is used as a normal classroom

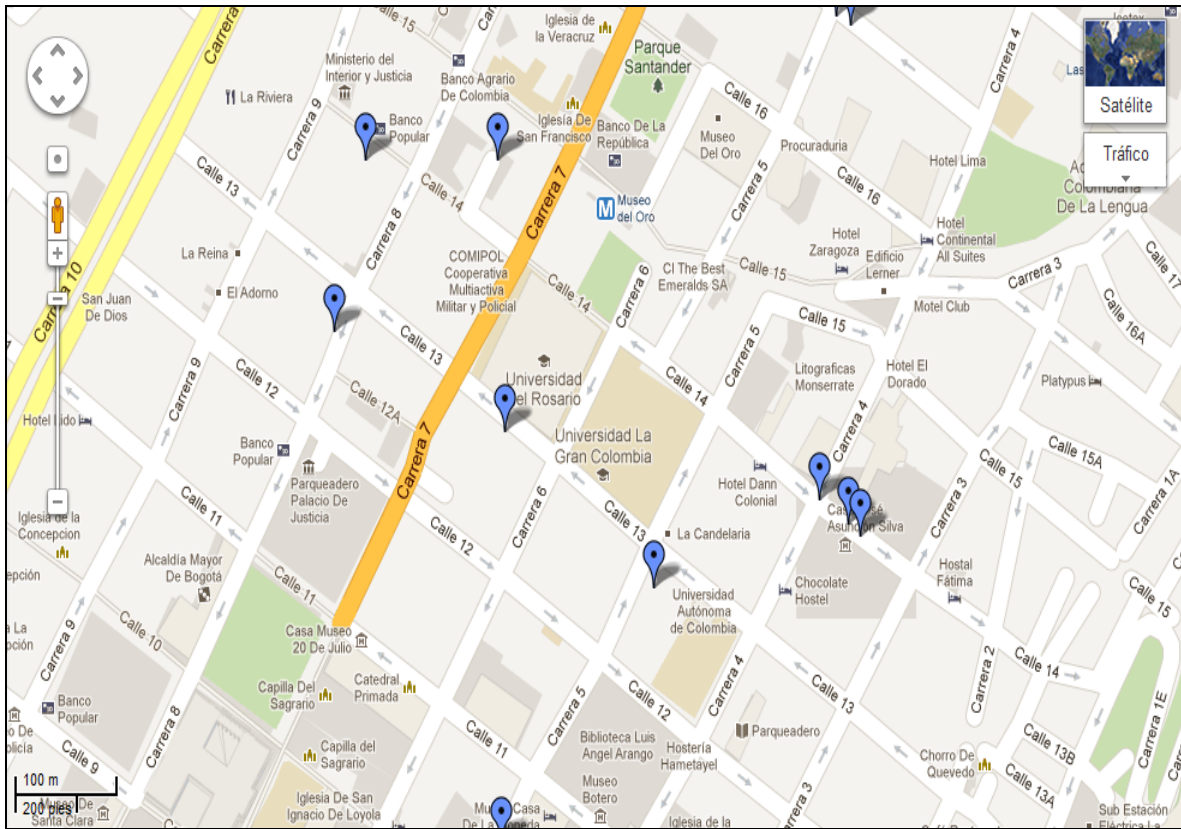
Appendix F

Research journal – Sample 5-Teacher researcher 1 – Observation stage – 2012 – II

First Observation	
Classroom: G 402	Homeroom Teacher: Ruth Ramirez
Class Schedule: from 6 to 8 pm	Teacher-researcher: Lubin Franco
English Level: B1	Date: 10/08/2012
The class starts at 6:15pm, The teacher welcomes the students one by one, the teacher makes the students know about a pedagogical agreement act, in which it was stated the class rules regarding work presentation, evaluation and behavior during English classes, it's important to say that she said that this agreement must be discussed in Spanish in order to make it clear.	Use of L1
then, she proceeds asking each student to read one by one the statements and at the end the teacher asks them if they have any kind of doubts, suggestions or questions to make, so a student rises his hand and asks her if she can explain and give them the evaluation percentage according to the terms, so the teacher makes a brief description on the board about it and she highlights the importance of evaluation and work accomplishment and commitment by using an analogy related to an airplane, where if everybody is on board the flight will be comfortable and the arrival will be fast, but if there is just one person left by the airplane, it is going to be difficult make the airplane back to get on board, so the students just nodded their heads up and down trying to say that the teacher is right.	Assessment
This pedagogical agreement takes an hour exactly, until 7: 15pm and the teacher switches her Spanish language to English by opening an English explanation about WH-Questions.	Code-switching
She started asking the students if they remembered the WH-Questions and the most of the students said they did, so she began writing on the board the WH-Questions and Clarified by saying that:	Grammar
Wh- Questions allow you to find out more information about topics. Then she writes down explaining at the same time. ()	Grammar
Finally the teacher asks the students to ask questions each other using WH-Questions	Co- task

Appendix G

Google Map –Geographical Location of CUN branches (Source: Google Map)-2012 – II



Appendix H

Research journal – Teacher researcher 3 – Observation stage – 2012 –II

First Observation	
Classroom: G 308 Class from 6 to 8 pm	Teacher: Jenny Sanabria
English Level: B1	Date: 10/08/2012
The environment is clean and well organized; also there are some technological devices such as a TV and a VCR. In that moment was not possible to know if the tools were useful for the development of the class.	Classroom Description
The distribution of the students chairs is not common, in comparison with the others classrooms. The sits are not distributed in the same way of a common class. They are four rows with 4 sits for each one in the left side and 3 rows, with 3 sits for each one in right side. In the middle of the classrooms there is a kind of runway. The teacher desk is in the front of the classroom near the door.	Classroom Distribution
In this first class there are only 14 students but according to the list there are more less twenty students.	Attendance
While the students were talking between them the teacher seems to be revising some papers about some information relevant for the class. After some minutes the teacher asked students to read the rules of the class but all the information was giving in Spanish. Finally One student in front of the class decided to help the teacher reading the information in the paper.	Adm Procedures Ss' participation

Appendix I

CUN Mission based on CEFR – Observation stage – 2013 – I

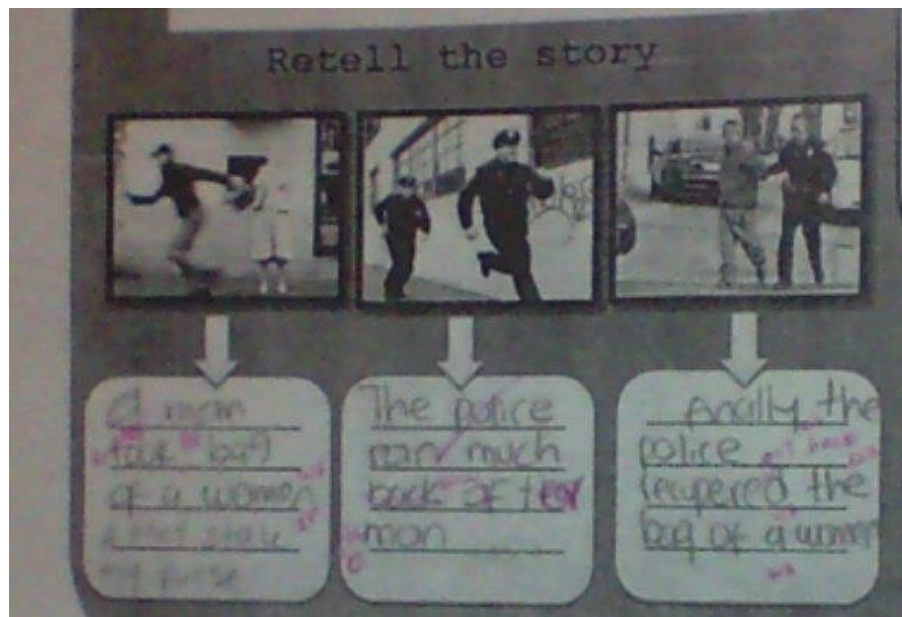


The screenshot displays the website for the Centro de Idiomas GEO at CUN. The page is titled "About us" and features a navigation menu with options like "Institucional", "Vinculaciones", "Estudiantes", "Egresados", "Docentes", "Administrativos", "Proveedores", "Escuelas", "Bienestar", and "Proyectos Especiales". The main content area includes sections for "Reseña Historia del Programa", "Objetivos orientadores", and "Misión y visión". The mission statement states: "GEO, el Centro de Idiomas de la CUN, tiene como función principal la enseñanza y el aprendizaje de idiomas extranjeros, a través del desarrollo de competencias comunicativas macro como la escucha, el habla, la escritura y la comprensión de los idiomas; según el Marco Común Europeo de Referencia, adoptado como estándar nacional y como apoyo a la formación integral, a través de la docencia, la proyección social y la investigación de la Institución." The page also features a sidebar with various services like "Formulario de Inscripción", "Pago en línea", "Trabaja con Nosotros", "Plan Amigos", "Actualiza tus datos", "Galería", "Biblioteca", "Activa tu correo", "Emprende", and "C Mujer". The footer includes "CUN MEDIA" and "ir arriba".

<http://www.cun.edu.co/centro-idiomas-geo/about-us.html>

Appendix J

Sample of a Writing task – Teacher researcher 1 – Implementation – 2013 –I I

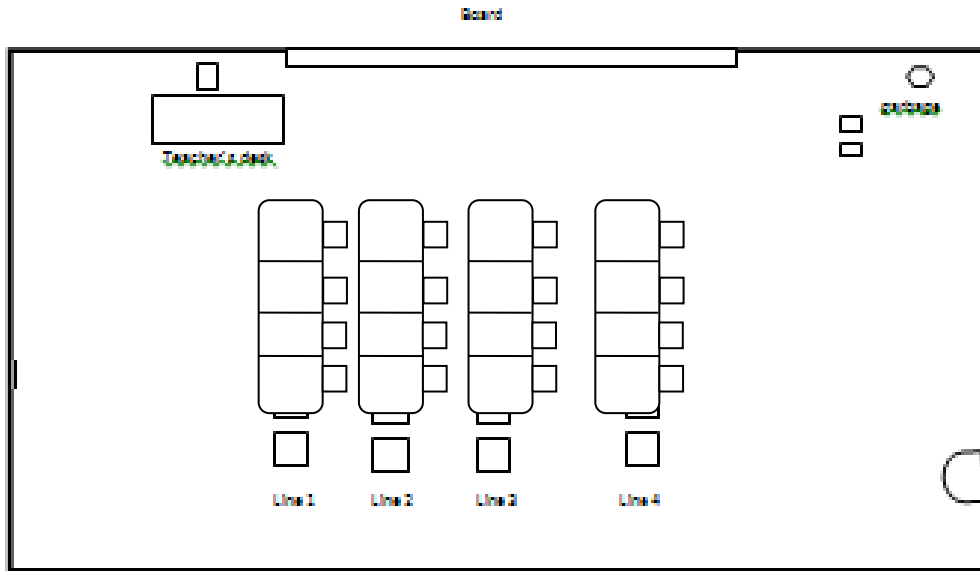


Source: A student writing task based on stories, (*Implementation II*)

The appendix 10 shows a writing task shot about how some of the other categories have to do with misspelling and punctuation, but it does not show codeswitching because it might happen that most of the times the students try to write a similar word according to L1, which means that some students simulate the English word to Spanish just the way is observed in this sample.

Appendix K

Classroom map – Teacher researcher 3 – Observation stage – 2013–I



We are able to observe that in the classroom there were not any technological resources but the board which was the principal tool the teacher used in classroom. The students' desks were not organized in rows; they were in individual seats. It is pertinent to mention that there were 28 students whose English level was A1 according to CEFR

Appendix L

Research journal – Teacher researcher 1 – Observation stage – 2013 – I

First Observation	
Classroom: H 103	Homeroom Teacher: Carlos Torres
Class Schedule: from 8:00pm to 9:30pm	Teacher-researcher: Lubin Franco
English Level: A2.1	Date: 1/03/2013
The class starts at 8:30pm, The whole class is complete, teacher welcomes the students one by one, the teacher starts the class by asking them questions about personal information, such as, Where do you live?, where do you work?, Who do you live with? And so on. Some of the students answer assertively, but others have difficulties for speaking and prefer to use L1 to express what they mean.	Attendance Teacher Interaction code switching
The Home room teacher starts with the explanation about past tense by mentioning the regular and irregular verbs, he also includes rules with ending words in “ed” and finally he advices the students to review them. Then, the teacher asks the students to take their books, but only 2 out of 23 students had the book. The teacher says the book will be needed throughout the semester.	Grammar explanation Class Material
The teacher tells the students they have to take a placement test. Then, one of the students asks him for the meaning of placement test and immediately the teacher explains to him about it. Finally, the teacher advices the students to start with the test and he explains the section the tests contains.	Placement test
Through the test some students had some doubts concerning vocabulary, so they tried to ask the teacher, but he just asked them to infer vocabulary from context.	Lack of vocabulary

Appendix M

Research journal – Teacher researcher 2 – Observation stage – 2013 – I

First Observation	
Classroom: H 103	Homeroom Teacher: Carlos Torres
Class Schedule: from 8:00pm to 9:30pm	Teacher-researcher:
English Level: A2.1	Date: 1/03/2013

The class started at 8:10. Only four female students showed up to class on time.	Ss' punctuality
The teacher didn't say anything at all to the students until she started mentioning some homework she had assigned the previous class which was about writing some of the activities they used to do when they were 10 years old.	Homeworkcheck
The teacher asked the students what they have written about, but no one participated at first. She insisted on students' participation for some time until she stopped because they didn't say anything.	Students' lack of participation
She started to describe some of the things she did when she was 10 years old.	Hrt'scontenttopicexplanation
In the meantime, students looked at her with different gestures on their faces like when one is trying to understand what another person is saying. Some of them also looked at each other with the same face expressions. The teacher repeated herself slowly and asked students if they had understood, yet they didn't say anything at first.	Ss' lack of comprehension
The teacher switched the code to Spanish for students to understand what she was talking about and inquired them to tell some activities they did when they were children.	Hrt'scodeswitching

Appendix N

Research journal – Teacher researcher 3 – Observation stage – 2013 – I

FirstObservation	
Classroom: P 103 Class from 8 to 10 pm	Teacher: David Martin
English Level: A 2	Date: 22/02/2012
<p>The class began at 8:45 p m. The teacher played a conversation in the tape recorder but he did not give some information or explanation about the activity. The student did not understand which the objective of the listening activity was. Some students were looking their notebooks.</p> <p>At 8:49 p m the teacher repeated the conversation but he did not say nothing about the intention of this activity again, the teacher said “your silence speak for you”. Some minutes later the teacher decided to ask students about the topic of the conversation, Some of the students did not have any idea about the topic of the conversation.</p> <p>At 8:52 pm the teacher waited some minutes for the participation of the students and he began to say some sentences included in the activity in order to help them to identify some information. “The coffee will be ready”. In that moment some students began to talk between them about the activity. Onestudentsaid “Si no entendemos que dice ese cacharro”.</p>	<p>Class Activity</p> <p>Teacher interaction</p> <p>code switching</p> <p>lack of vocabulary</p>
<p>After some minutes the teacher began to use hang man game in order to complete some words included in the activity. E. g. a living _o b _ t</p> <p>When the students identify the sentences the teacher played the conversation again and the objective was to identify all the information related to clothes. “the clothes will change color”</p> <p>The next topic was about food. The student stayed quiet. Some students wrote the information of the board in their notebooks but others did not do anything.</p>	<p>Teacher’sinteraction</p>
<p>At the end of the activity the teacher began to clarify all the topics included in the activity. Those topics were food, job, after work and computers. Some words were pronounced incorrectly by the teacher. (better and museum)</p>	<p>Grammarmistakes</p>

Appendix O

Research journal – Teacher researcher 1 – Observation stage – 2013 – II

<u>First Observation</u>	
Classroom: 304	Homeroom teacher: Carlos Torres
Class schedule: From 8:00 to 9:30 pm	Teacher-researcher:
English Level: A.1.2	
Number of students: 25 learners	Date: 11/05/2013

I started the class by greeting students and checking through questions the vocabulary they had about clothing items, but they were silent for less than a minute when they were asked.	SS' lack of vocabulary
After a relative short time, some students were heard asking each other in Spanish “what’s the teacher asking?”	SS' Codeswitching
I showed students pictures on my electronic device (laptop) about the vocabulary to be taught (shirt, t-shirt, jacket, coat, pants, underwear, shoes, sneakers, high heels) just so they could become familiar with it.	Use of ICT
After a listening activity about a married couple talking on the topic of appropriate clothes for a trip, students were asked to identify and mention the main ideas. One student said “the pants is more good...” and another one then said “the shirt blue is nice than...”	Grammar inaccuracy
Other students, with the intention to participate, since they said things aloud, couldn’t find the words they wanted to express their ideas. And this made their communicative intentions difficult to understand.	SS' lack of vocabulary

Appendix P

Research journal – Teacher researcher 2 – Observation stage – 2013 – II

First Observation	
Classroom: P 108 Class from 8 to 10 pm	Teacher: Giselle Sarmiento
English Level: A 2.2	Date: 16/08/2013
<p>The class started at 8:20 pm the teacher did a brief presentation about him. He said some information about where he studied, where he worked and some personal information. After that the students did the same. Some students were not able to introduce themselves. At 8:35 pm the teacher asked students what they know about “will” there were some students’ comments “se utilizapara futuro” all the interventions were in Spanish.</p> <p>8:45 pm new students arrived to the classroom, the teacher invited them to introduce themselves in front of the classroom.</p>	<p>Warm up</p> <p>Teacher interaction</p>
<p>Then the teacher gave all the information related to the correct use of “will” but he just explained affirmative sentences and asked students to give their own sentences. With those sentences given by the students the teacher explained the negative and interrogative sentences. All the verbs used in the examples were given by the students.</p>	<p>Teacher interaction</p> <p>Grammar explanation</p>
<p>At 9:05 the teacher asked students to organize by pairs. The activity was “using word suggestion to tell a story”. The teacher explained the activity before giving the sheet to the students. “ The first student starts of a story by saying a sentence such as, “there was a girl in the library” Then, the first student tell the next person to his/her right a word, like “eat” with which the second student must make up a new sentence using will and time future expressions to keep going the story”</p>	<p>Lack of vocabulary</p>
<p>The teacher walked around the classroom clarifying students’ doubts. All the students did questions in Spanish “esta oracion estabien” Fifteen minutes later the students finished the activity and the teacher began to ask students about what they did. In this part of the class were possible evidence writing and pronunciation mistakes. The teacher wrote down the corrections on the board, some students took notes of that corrections.</p>	<p>Teacher monitoring</p> <p>Code switching</p> <p>Ss writing inaccuracy</p>

Appendix Q

Research journal – Teacher researcher 3 – Observation stage – 2013 – II

First Observation	
Classroom: P 108 Class from 8 to 10 pm	Teacher: Giselle Sarmiento
English Level: A 2.2	Date: 16/08/2013
<p>The class started at 8:20 pm the teacher did a brief presentation about him. He said some information about where he studied, where he worked and some personal information. After that the students did the same. Some students were not able to introduce themselves. At 8:35 pm the teacher asked students what they know about “will” there were some students’ comments “se utilizapara futuro” all the interventions were in Spanish.</p> <p>8:45 pm new students arrived to the classroom, the teacher invited them to introduce themselves in front of the classroom.</p>	<p style="text-align: center;">Warm up</p> <p>Teacherinteraction</p>
<p>Then the teacher gave all the information related to the correct use of “will” but he just explained affirmative sentences and asked students to give their own sentences. With those sentences given by the students the teacher explained the negative and interrogative sentences. All the verbs used in the examples were given by the students.</p>	<p>Teacherinteraction</p> <p>Grammarexplanation</p>

Appendix R

Wiki sample –writing task– Teacher researcher 1 – Implementation I – 2013 – I

WWW.PBWORKS.COM

The screenshot shows a PBworks workspace page for 'LA-CUN-STUDENTS-H103'. The page title is 'ADVERTISEMENTS' and it was last edited by Lubin Franco 1 year ago. The main content includes instructions for a writing task:

- Click on **EDIT** up on the left
- Look for the meaning in spanish of the following word "**ADVERTISEMENT**"
- Watch the video and answer the question...Write 3 lines (minimum).

A red question is posed: "Which was the advertisement you liked the most? " why?"

A video player is embedded with the title "PLEASE...DON'T JUDGE TOO QUICKLY...! (NO JUZGUES DEMASIADO RÁPIDO)". The video thumbnail shows a scene from an airplane with the text "DON'T JUDGE TOO QUICKLY".

LET'S GET IT STARTED....! (EMPECEMOS)

EXAMPLE...

NAME	WRITING	WORD MEANING	FEEDBACK
Lubin Franco	I liked the first advertisement because the woman just wanted to go out, but the turbulence made her fall over the seated man, so when the lights were on, everybody was looking at them, it was funny...	advertisement is.....aquí escriben el significado de la palabra	Here is where I give you a feedback about your writing.... <i>aquí es donde yo les hago una retroalimentación de su escrita...</i>
Patricia Sierra	The announcement that I liked most is the Lord who is with the dog walking through the park with a chocolate cake in the hand and in a moment he fell to the floor, in that was passing a lady with a girl and saw that he was recogiendo something from the floor, and that would eat, believing that it	It is a form of bussiness communication that attempts to increase the consupcion of a product or service through the media an propaganda -commercial techniques. ok....	ok, patricia remember that in English the subject is always first... "a lady was passing by with a girl". announcement es: anuncio de radio o comunicado is better to say advertisement lord is an epic and religious word=señor, pero puede referirse a Dios también. drop = dejar caer not feii picking = recogiendo ...but you did a good job....!
KATIA FLOREZ	I liked the video of the girl and the mother as to enter the room to visit the patient thought he was dead, for the words the doctor said to kill a fly that was in the room	is the way in which the person or companies emveff their products or services, your their goal is to convince the public to buy their products. ok	you say the girl and her (su) mother. In english the subjects are mentioned again when conjugated= recuerda q' en Inglés siempre hay que volver a mencionar los sujetos -(as -to enter)- as they entered the room. (cuando ellas entraron), as = when, (as) - comunmente va al comienzo de una oración, you better use when after =despues de patient, They thought he was dead. Instead of = en vez de instead of for the words of the doctor , say: because of the doctor's comment (<i>por el comentario del doctor</i>) "I killed him" because of = a causa de Kathia you did a good job!
Luz Angela Mayorga García	All ads are good, but I like the scene where the woman falls in the legs of the guy with his legs apart, just when the lighn turns. I think that happened to us all, to judge too quickly or be judged.	An advertisement or commercial is the message intended to provide a product. good...	All the ads are good, "definite article" (se usa cuando se habla de cosas específicas). with his - her (su (de ella)) legs apart instead of = en vez de it's better to say, (es mejor decir)... falls over instead of falls in falls in es un poco vulgar...jjjjjjj... when the light turns on .

On the right side of the page, there is a list of activities:

- ACTIVITY-1 edited by Lubin Franco
- ACTIVITY-1 edited by Lubin Franco
- ACTIVITY-1 edited by Lubin Franco
- ACTIVITY-1 edited by Lubin Franco
- ACTIVITY-1 added by Lubin Franco
- ADVERTISEMENTS edited by Lubin Franco

More activity...

Appendix S

Wiki sample – Writing task-Teacher researcher 1 – Implementation II – 2013 – II

My PBworks Workspaces **lufanco305icun** Upgrade Now Lubin Franco account log out help

Wiki Pages & Files Users Settings Search this workspace

VIEW EDIT

★ **TERM-ACTIVITIES**

last edited by Lubin Franco 6 months, 1 week ago Page history

HI GUYS..... WELCOME....TO THIRD ASSIGNMENT.
(Bienvenidos muchachos)

TO START YOU HAVE TO CLICK ON THE TITLE. *(para empezar haz click en el título)*

ASSIGNMENT TITLE <i>(título de asignación)</i>	DELIVERY DATE <i>(fecha)</i>
click here..... ACTIVITY-1	AUGUST THE 7TH
click here..... ACTIVIDAD 2	SEPTEMBER THE 26TH
click here..... ACTIVIDAD 3	OCTOBER THE 11TH
click here..... ACTIVIDAD 4	NOVEMBER THE 16TH

A REMINDER: PLEASE GUYS REMEMBER YOU HAVE TO TAKE THE INTERNATIONAL EXAM THIS COMING FRIDAY SO FOR YOU TO REVIEW I WANT YOU TO CHECK THESE LINKS BELOW
(Un recordatorio muchachos, por favor recuerden que tienen examen este viernes, así repasen el examen con los links que les dejo aquí abajo.)

<http://www.cambridgeenglish.org/test-your-english/adult-learners/index.aspx?page=survey&quiznum=1>

[http://www.cambridge.org/berxet/filestore/7/tem6039736/revision1/EnglishUnlimited/All Test WrittenTest.pdf](http://www.cambridge.org/berxet/filestore/7/tem6039736/revision1/EnglishUnlimited/All%20Test%20WrittenTest.pdf)

http://theworld.com/online-test/test_test

Right sidebar: Create a page, Upload files, Invite more people, Share this page, Put this page in a folder, Add Tags, Control access to this page, Copy this page.

Navigator: Starred Pages and Files, ACTIVIDAD 2, ACTIVIDAD 3, ACTIVIDAD 4, ACTIVITY-1, Activity Tracking.

SideBar: Miserable: (Miserable, Desgraciado)
Example: When a person is bad with his sons and ask money

★ **ACTIVITY-1**

last edited by Claudia Suarez 8 months ago Page history

HI GUYS THIS IS THE ACTIVITY FOR THIS WEEK
(Hola muchachos, esto es la actividad para esta semana)

INSTRUCTIONS:

- Click on **EDIT** up on the left
(haz click en editar arriba o a la izquierda)
- Look for the meaning in spanish of the following words "scared: MIEDO
-bored,: ABURRIDO
amused: DIVERTIDO
, angry: ENOJADO
, worried:PREOCUPADO
, ashamed: AVERGONZADO "
(busquen el significado de la siguientes palabras)
- Watch the video and answer the next question...Write 3 lines (minimum)
(Mira el video y responde las siguientes preguntas)

(Example:) Why was he happy? answer= He was happy because he had an important party.
(Ejemplo: ¿porqué estaba él feliz? answer= Él estaba feliz porque él tenía una importante reunión.)

THE FUNNIEST Mr Bean Moment

Right sidebar: Invite more people, Share this page, Put this page in a folder, Add Tags, Control access to this page, Copy this page.

Navigator: Starred Pages and Files, ACTIVIDAD 2, ACTIVIDAD 3, ACTIVIDAD 4, ACTIVITY-1, Activity Tracking.

SideBar: Miserable: (Miserable, Desgraciado)
Example: When a person is bad with his sons and ask money with them
Greedy: (Codicioso)
Example: When a person wants more and more money

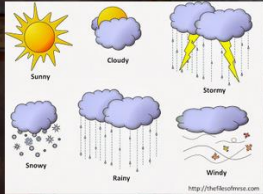
Appendix T

Blog sample – Teacher researcher 2 – Implementation I – 2013 – I


Our English Space

sábado, 19 de octubre de 2013

What's up with the weather?



The weather produces different feelings and emotions in us. Also, depending on the current weather we might decide to do certain activities rather than others.



Rainy day (Autumn /fall)

Archivo del Blog

- ▼ 2013 (3)
- ▼ octubre (3)
 - What's up with the weather?
 - Let's cook some food (Making a recipe)
 - Let's go to the grocery store! (Vocabulary Learnin...


Acerca de mí

Julían Díaz Buriticá

Ver mi perfil completo


Rainy day (Autumn /fall)

Weather: It's wet (humid), it's raining (rainy), foggy.
 Activities: Reading, staying in bed, sleeping.
 Feelings: Sad, depressed, down, quiet.



Windy day (Spring)

Weather: Warm, windy, cloudy.
 Activities: Going to the park, Going for a walk, playing sports.
 Feelings: Energetic, happy, receptive.



Snowy day (Winter)

Weather: Snowy, freezing cold, chilly.
 Activities: Building snowmen, throwing snowballs, making snow angels.

Appendix U

Blog sample – Teacher researcher 2 – Implementation II – 2013 – II




Let's cook some food (Making a recipe)

Explanation.


Cooking food is a process. Therefore, it's necessary to follow some steps (instructions) in order to make a meal. We can use connectors that are words that provide us with a way to come up with an organized sequence.

Third, after that, finally, then, second, next, first.


Take into account that every food product has a different



Boiling



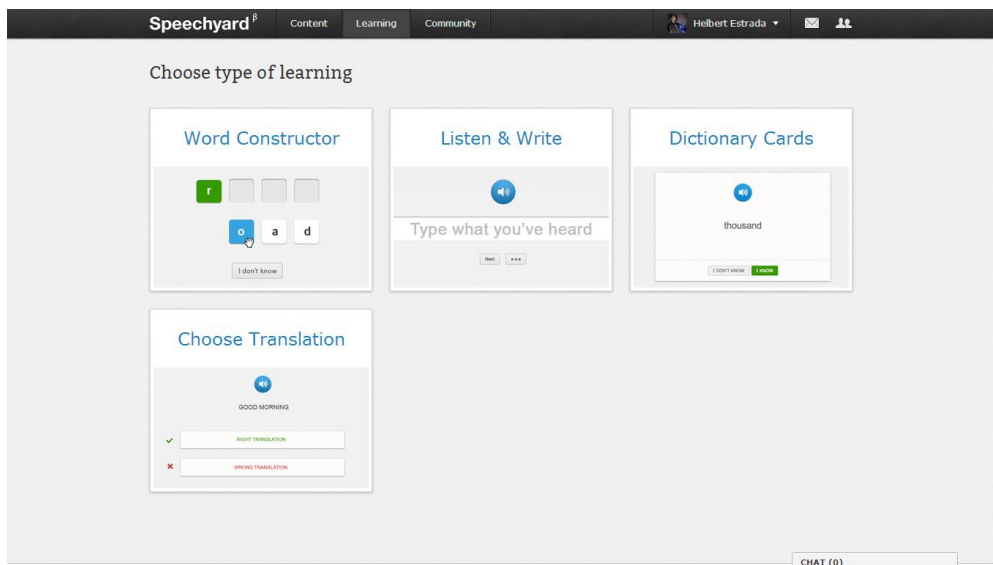
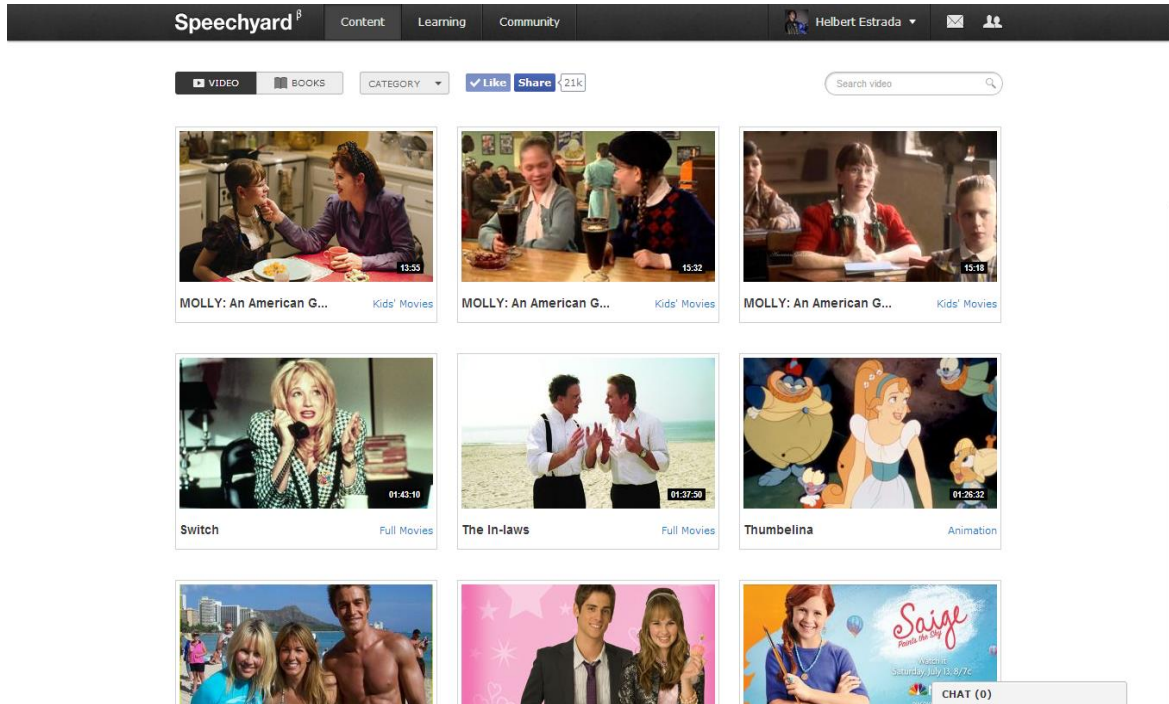
Slicing



Frying

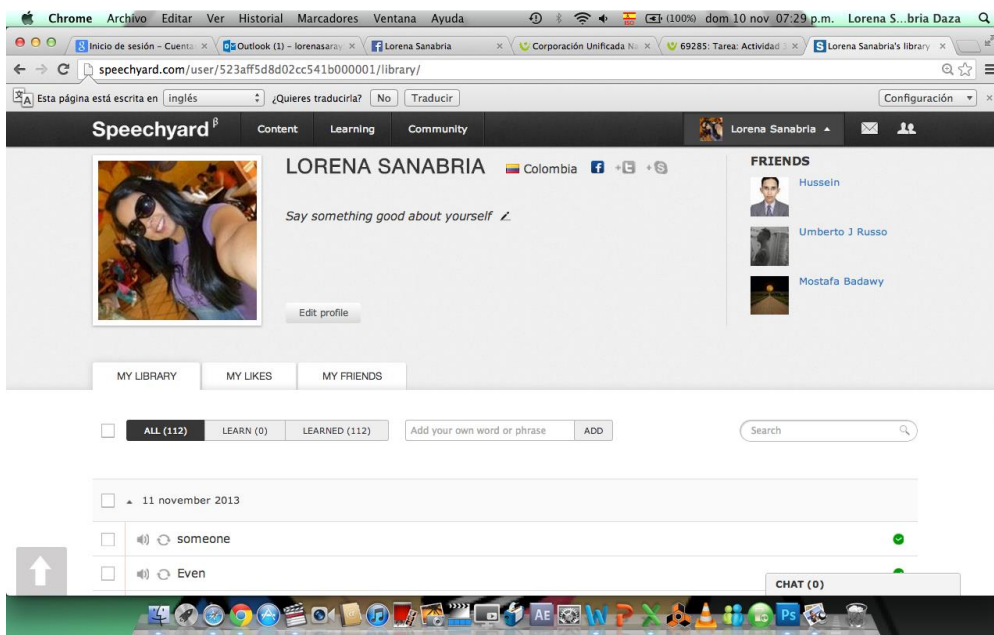
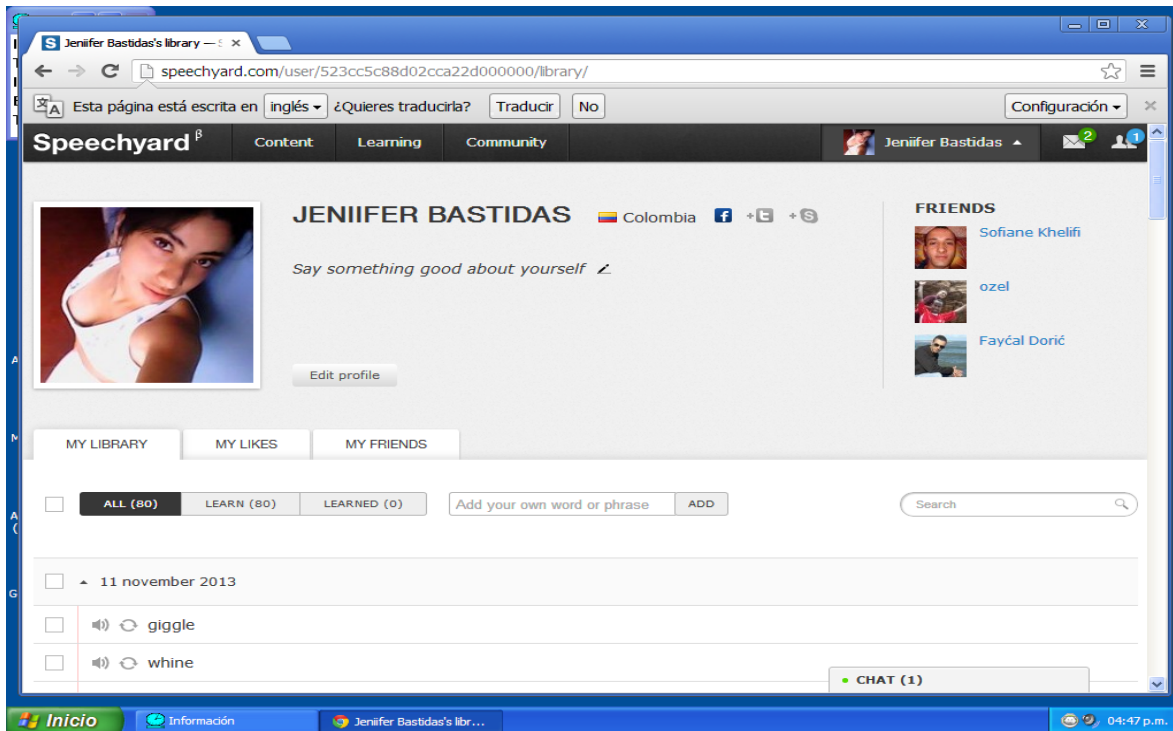
Appendix V

Speechyard sample – Teacher researcher 3 – Implementation I – 2013 – I



Appendix W

Research journal – Teacher researcher 3 – Implementation II – 2013 – II



Appendix X

Video transcription – Teacher researcher 1 – Implementation I – 2012 – II

TOPIC: CELEBRITY TOP RANKING

Minute	Speech (Researcher 1 part 1)	CATEGORY
34s	<i>Teacher Researcher:</i> Do you know anything about ordinal numbers? <i>Student 9:</i> mmmmm, mmmm? Orden de números?	Lack of vocabulary Codeswitching
2 (14s)	<i>Teacher Researcher:</i> Do you know what I'm talking about? <i>Student 3:</i> yes, mmmmnou so short.....	Lack of vocabulary
2 (58s)	<i>Teacher Researcher:</i> Do you understand? <i>Student 3:</i> Mmmmmm, mmmmsi.	Lack of vocabulary Codeswitching

Minute	Speech (Researcher 1 part 2)	CATEGORY
1	<i>Teacher Researcher:</i> When is your birthday? <i>Student 14:</i> My birthday is on the "Julio?"	Codeswitching Lack of vocabulary
3	<i>Student 9:</i> My birthday is January twenty five	GrammarInaccuracy
3, (58s)	<i>Student 7:</i> My birthday is <i>in</i> April twenty <i>two</i>	GrammarInaccuracy
6, (19s)	<i>Teacher Researcher:</i> Ordinal numbers are they easy or difficult to use them? <i>Students:</i> 2, 4, 6, 7, 8, 9, 10, 14: Easy, It'seasy..	Participation
6, (24s)	<i>Student 6:</i> difficil	Codeswitching
7	<i>Teacher Researcher:</i> Do you know what a ranking is? <i>Student 4:</i> Ranking? mmmmmm, no	Lack of vocabulary
7, (56s)	<i>Teacher Researcher:</i> Is Steven Spielberg number one? Is he the first? <i>Students:</i> 9 students raised their hands by answering. <i>Student:</i> 1-14... ten	Participation
9, (27s)		
12, (38s)	<i>Teacher Researcher:</i> What about Tom Cruise? <i>Student 5:</i> two..., two	Grammarinaccuracy
17, (27s)	<i>Teacher Researcher:</i> When is your birthday? <i>Student 15:</i> thirty-one... <i>Teacher Researcher:</i> Let's correct her... <i>Student 8:</i> thirtyfirst...	Grammarinaccuracy Participation

Appendix Y

Video transcription – Teacher researcher 3 – Implementation I – 2013 – I

TOPIC: WORD GAME

Minute	Speech (Researcher 3)	CATEGORY
3s	<i>Student 1: No hagatrampa!!! Teacher Researcher: that is not the idea...</i>	Codeswitching
9s	<i>TeacherResearcher: yes Student 2:Juego limpio por favor</i>	Lack of vocabulary Codeswitching
5m	<i>Teacher Researcher: I'll tell you about the next Wiki activity</i>	ICT
9 (14s)	<i>Teacher Researcher: Can anyone come to the board and write the today's date? Student 13: (Writes) March of firts of 2013...así?</i>	Writingmistakes Codeswitching
	<i>Teacher Researcher: I am going to teach you how to access with the passwords and users I gave you Student 3, 6, 8, 2, 7, :UUyy si profe..no pudimos</i>	ICT Codeswitching

Appendix Z

Video transcription – Teacher researcher 3 – Implementation I – 2013 – II

TOPIC: WORD GAME A-Z RACE

Minute	Speech (Researcher 3)	CATEGORY
3s	<i>Student 1: No haga trampa!!! Teacher Researcher: that is not the idea...</i>	Codeswitching
9s	<i>Teacher Researcher: yes Student 2: Juego limpio por favor</i>	Lack of vocabulary Codeswitching
22s	<i>Teacher Researcher: One two three....! Student 2: uy pero ese marcador salió todo...</i>	Lack of vocabulary Codeswitching
33s	<i>Teacher Researcher: You can change it, you... Student 4: Ay no se copiaron.... Student 6: writes on the board "universiti"</i>	Writing mistakes Codeswitching
1,(35)	<i>Teacher Researcher: ok Student 9: ¿Cuál falta? Student 5: Ay la r Rosa....</i>	Codeswitching Lack of vocabulary
2,(33)	<i>Teacher Researcher: common ... Student 8: sigue la "M" Student 2: (Writes "mohter")</i>	Codeswitching Lack of vocabulary Writing mistakes