Increasing English Interpersonal Oral Communication by Fifth Graders Immersed in a CLIL Environment through the Implementation of Social Studies Self-Access Materials

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Research Report submitted

in partial fulfillment of the requirements for the degree of

Master in English Language Teaching for Self-Directed Learning

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Chía, Colombia

July 2014

Acknowledgements

First of all, I want to thank God because without his permission this goal would not have achieved. Secondly, I want to thank my research counselor Jermaine McDougald, because of his commitment and guidance with my research process to enhance Colombian education. And last but not least, to my family, specially my mother and my husband, because with their love and support this dream came true.

Abstract

Considering the importance for bilingual institutions where children develop language and content in a convergent way, it is mandatory to generate strategies that increase both the language abilities and the required content skills for each specific subject. Thus, this study emerged to identify to what extent the use of Social Studies Self-Access Materials (SAMs) increase interpersonal oral communication among fifth grade English language learners immersed in a Content and Language Integrated Learning (CLIL) environment. This research project was carried out at Liceo Catolico Campestre (bilingual institution), located in Bogota Colombia. There were 12 participants from Social Studies class taught in English.

Action research framed this investigation in which an 8-week pedagogical intervention was carried out. Learners developed four different Social Studies SAMs as a learning strategy to foster English oral communication and whole-class discussion tasks. Consequently, questionnaires, audio recordings and teacher´s journals were used for gathering data. The main findings identified in this project suggest that the implementation of SAMs is a way to enhance Content and Language performance as well as foster Self-directed learning in Young learners from Liceo Catolico Campestre.

Key words: Interpersonal Oral Communication; Self-Access Materials; Content and Language Integrated Learning; Whole-Class Discussion task; English Expressions; Web 2.0 tools.

Resumen

Teniendo en cuenta la importancia que tiene para las instituciones bilingües el hecho que los niños desarrollen una segunda lengua, así como contenido de las materias de forma articulada, es imperativo generar estrategias que incrementen tanto las habilidades de lenguaje como los contenidos establecidos para cada asignatura. De esta manera, este proyecto de investigación nace con el fin de identificar hasta qué punto el uso de materiales de auto acceso de ciencias sociales incrementa la comunicación oral interpersonal entre aprendices de segunda lengua de quinto grado ubicados en un contexto de aprendizaje integrado de contenido y lenguas extranjeras (AICLE). Este estudio se llevó a cabo en el Liceo Católico Campestre (institución bilingüe) ubicado en Bogotá, Colombia. Se realizó con doce participantes todos pertenecientes a la clase de ciencias sociales (asignatura en inglés) de quinto grado.

El diseño de Investigación Acción fundamentó este estudio, en el que se implementó una serie de intervenciones pedagógicas durante ocho semanas. Los estudiantes desarrollaron cuatro materiales de auto acceso sobre la asignatura de ciencias sociales como una estrategia que fomenta la comunicación oral en inglés y a su vez las competencias necesarias para participar en discusiones de clase. Adicionalmente, cuestionarios, grabaciones de audio y diarios de clase del docente fueron utilizados para recolectar las información. Finalmente, los principales resultados identificados en este proceso sugieren que la implementación de los materiales de auto acceso es una forma de mejorar la comprensión del contenido e incrementar las habilidades relacionadas con el lenguaje, así como promover el aprendizaje auto-dirigido en los niños y niñas.

Palabras Claves: Comunicación Oral Interpersonal; Materiales de Auto Acceso; AICLE; Discusiones de Clase; Expresiones en Inglés; Herramientas 2.0.

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Chapter One: Introduction

"We cannot meet the challenges of the 21st century with the educational ideologies of the 19th"

Sir Ken Robinson (2001)

Education in the 21st century is permeated by the changing and rapid world demands in terms of effective communication, specific content skills, and technology. Therefore, educators, institutions and academic professionals need to be aware of the current challenge for education: preparing learners for facing these current world requirements by enhancing and developing lifelong learning skills for a globalized multilingual society. For that reason, Colombian schools need to be updated with new and pertinent methodologies and educational approaches that allow education to achieve the current societal global challenges.

To date the Colombian Ministry of Education (MEN) has been implementing changes in education to be competitive in the globalized society. The main changes that have been implemented are two core policies for enhancing the use of English as a second and foreign language throughout the academic curriculum: *Programa Nacional de Bilingüísmo (2004) and Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés (2006).* It is a fact that, the selection of English as the second language was because English has become a global language around the world. Furthermore, Graddol (2005) states that "English is also now used by ever more culturally hybrid communities where it has been adapted to meet the needs of the complex identities created by globalisation." (para. 12).

Observing this panorama, some Colombian schools have been implementing bilingual education throughout their syllabi, using English as the vehicular language of instruction. Thus, English, as Graddol (2005) states, "will cease to be a foreign language for many, perhaps most,

of the world's citizens as it becomes repositioned as a 'basic skill', to be learned by primary school children alongside other 21st century skills in Information Technology". (para. 24). Consequently, learners need to be skilled not only in the target language, but also in the specific skills of each content area and in technology; thus, bilingual schools need to generate strategies that increase those skills.

Researching a specific teaching and learning issue presented at Liceo Catolico Campestre (hence called LCC), specifically with fifth graders, required researcher's observation and analysis. Therefore, the teacher-researcher conducted a *needs analysis* by using three data collection methods: field observations, questionnaires and teachers interviews. Considering the information gathered, teacher-researcher proceeded to code them and analyze what were the main and/or frequent issues that fifth grade learners had when using the target language.

As a social studies teacher for two years in a Bilingual environment, and using the needs analysis procedure, researcher has discovered that one of the challenges when teaching the subject through English language is the fifth grade learners´ difficulty to express their opinions and thoughts in a whole-class discussion about social studies topics. During the classes, participants practice specific vocabulary from social studies, but they cannot structure a coherent and cohesive argument with the vocabulary. Additionally, it has been observed that this group of learners lack expressions to convey agreement, disagreement, partial agreement, complaints, and suggestions that are relevant and crucial in the development of oral communication in the social studies class. These expressions are constantly used when fifth graders are engaged in classroom discussions.

Furthermore, the majority of learners involved in this study are in agreement regarding the lack of English language tools and elements that enable students to state their viewpoints

effectively and coherently. Fifth graders also stated that they prefer remaining silent, rather than express their ideas because they do not know how to express them using English language. This situation leads to the learners´ insecurity regarding their English oral production.

LCC encourages teachers to work with Information and Communication Technology (ICT) tools such as computers, internet connection and audiovisual support. Additionally, Web 2.0 sites such as JIMDO™, VOKI™, PADLET™, and WORDLE™ have been used in order to enhance fifth graders´ abilities in both the second language and content specifically related to the social studies class. The students used these tools in activities that included describing images, classifying vocabulary, and identifying social studies situations. Thus, it was observed that participants were engaged with the activities since there was an increase in participation of the tasks. They also expressed enjoying these kinds of activities and they learnt more content rather than being provided with input only from the teacher.

Considering the situations and needs presented above, the specific focus of this action research project is on the improvement of interpersonal oral communication by using VOKI™ as a tool for Social Studies Self-Access Materials (SAM). Through the implementation of this online speaking avatar application created using www.voki.com, two main outcomes are expected: better learners´ oral performance and participation in a whole-class discussion lead in the Social Studies class taught in English language; and the enhancement of English expressions usage by fifth graders when they state their opinions and insights.

Therefore, the research question and objectives for this study were stated.

Research Question

To what extent does the use of Social Studies Self-Access Materials increase interpersonal oral communication among fifth grade English language learners immersed in a CLIL environment?

General objective

To increase English language oral communication through the use of Social Studies Self-Access

Materials (SAM).

Specific Objectives

- To integrate Social Studies Content with English as the vehicular language used for whole-class discussion.

- To elicit fifth grade learners´ personal opinions through the use of Voki™ as a voice message recording.

- To foster learners´ S.M.A.R.T language learning goals setting.

Rationale

Increasing English oral communication in whole-class discussion activities by

participants is one of the main concerns language and content teachers, as well as learners, have

in developing content and language integrated skills for improving the bilingual process at LCC.

Considering that teaching some content through an alternative language is a characteristic of the

current multicultural and globalized phenomenon around the world (Coyle, et al., 2010),

studying new strategies that foster better performances in ESL learners are relevant to face the

current world demands. Thus, the importance of developing English language strategies that

improve oral communication supports not only the speaking macro skill of the target language,

but it also helps in the development of the oral skills required in other content areas taught in the

target language.

Accordingly, the purpose of using social studies Self-Access Materials (SAM) was to

serve as a scaffold on which fifth graders could integrate the target language and Social Studies

topics simultaneously. Additionally, the implementation of VOKI™ as the main task of the SAM

was expected to elicit more cohesive and coherent oral utterances regarding opinions and insights about Social topics by fifth grade language learners.

Presently, students' independent learning, along with competency navigating virtual environments, is of concern to educators; therefore, the results of this project may enrich the understanding and practices of those in the local and global ELT community. For that reason, the value of this research project is seen as a proposal of a strategy that intends to elicit LCC fifth graders´ cohesive and coherent oral utterances to interact in the CLIL classroom and to foster fifth graders´ participation in academic activities such as whole-class discussion. Moreover, it aims to include the application of Self-Access Materials as a way to promote learners´ self-directed learning in challenging activities, and if the strategy is successful, the adaptation of it for improving other speaking micro-skills in the teaching and learning of the target language.

In the following chapter, theoretical support and state of the art are presented in order to frame and structure this research project. Therefore, literature review about the four constructs will be cited, as well as some local studies related to this research field.

Chapter Two: Theoretical Framework

This literature review aims at defining the constructs that frame the development of this action research project. The constructs that support this project are: Interpersonal Communication, Content and Language Integrated Learning (CLIL), Self-Directed Learning (SDL), and Self-Access Materials (SAM). Although the researcher was not able to cite local studies that incorporated all constructs, some previous studies that strengthen and support this action research project will be referenced.

Interpersonal Communication

Interpersonal Communication skills related to whole-class discussion tasks are the main competence this research project intends to achieve in its participants to have better oral performance in the social studies class.

According to Wood (2010): "we can define Interpersonal Communication as selective, systemic, unique … transactions that allow people to reflect and build personal knowledge of one another and create shared meanings" (p.21). Additionally, West and Turner (2009) argue that Interpersonal Communication "is the process of message transaction between people to create and sustain shared meaning" (West & Turner, 2009, p.10). Fostering interpersonal communication leads fifth grade learners to be able to participate in ongoing message transactions that allow them to state their opinions and insights, all the while sharing and building knowledge of a specific academic topic.

Encouraging learners to be engaged in interpersonal communication in class, they will be able to develop these five skills: (1) developing a range of communication skills, (2) adapting communication appropriately, (3) engaging in dual perspective, (4) monitoring communication, and (5) committing to effective and ethical interpersonal communication (Wood, 2010, p.32).

Those skills are related to the social studies competences required in *Estándares Básicos en Ciencias Naturales y en Ciencias Sociales* from Colombian Ministry of National Education (MEN) 2004 because teachers need to create conditions in order for learners to develop personal opinions regarding a social situation to be discussed with others, and to share and build knowledge. Thus, learners will be able to comprehend human beings and their actions.

Considering the Colombian Ministry of National Education´s Social Studies Guidelines, whole-class discussion is a strategy that fosters both, the Content learning (Social Studies topics), and the English language learning (target language). McLeod, Fisher, and Hoover (2003) state that:

"Discussion focuses on interactions. Participants are allowed to express their knowledge, understandings, and opinions on a topic. It is a student-centered strategy in which teachers assume the role of facilitator, and students become interactive participants. Student participation promotes active learning and greater student accountability because students must share their knowledge." (p. 132)

These authors present the figure below as a way to prepare learners for enhancing whole-class discussion tasks:

Making Preparations	Problems and Disadvantages
- Assure that students have sufficient prior knowledge of the topic. - Select a topic appropriate for discussion. - Create, teach, and enforce guidelines for quality discussions. - Ensure that each student has an equal opportunity to be involved in the discussion. - Develop questions to prompt and guide discussions. - Plan a culminating or summarizing activity.	- Difficult to guarantee full students participation. - Difficult to keep students focused on topic. - Difficult for teacher to know whether to intervene. - Students´ lack of prior knowledge or depth of understanding of topic.

Figure 1 Preparing learners for Whole-Class discussion activities

Figure 1 is a useful tool for analyzing the way Self-Access Materials need to be developed for preparing participants for whole-class discussions. Additionally, it shows some possible shortcomings that fifth graders might face at the moment of developing whole-class discussion tasks which need to be considered before starting the pedagogical interventions.

Moreover, training learners to speak and participate in discussion activities fluently and accurately, by using *oral English expressions to state their opinions,* promotes the successful performance in the social studies class using a CLIL approach. Bygate (1987) suggests that integrating fluency and accuracy in speaking, learners can usefully practice different patterns of discourse (oral expressions) in terms of 'interaction routines', or information routines (Bygate, 1987, p. 18). Therefore, interaction routines would be a constant factor throughout the development of the project.

Another key element provided by Bygate is "to explore further how fluency, accuracy and complexity can be integrated, in particular through the use of different combinations and sequences of activity types" (Bygate, 1987, p.19) Hence, discussion tasks about different social studies topics accompanied by the development of Social Studies SAM will reinforce the use of

oral expressions in the target language and promotes fifth graders´ lifelong and meaningful learning.

CLIL Approach

Content and Language Integrated Learning (CLIL) is an educational approach that supports the development of language and content concurrently. This approach involves education, research and innovation, essential processes for the current knowledge world demands. Thus, CLIL becomes a new form of education on which: learners are active participants in their learning development; process of inquiry and other critical thinking skills are the means to develop problem-solving tasks; and teachers are facilitators in order to empower the learners (Coyle, et al., 2010). This means that the convergence between both the language and the content aims to develop language skills in the target language as well as develop specific knowledge (beyond concepts) of the subject. Additionally, CLIL approach requires social networking and web 2.0 technologies support to create a knowledgeable community, thus improvement of teaching and learning processes might be a key factor to be developed around the world.

Coyle, 2010 suggests that there are eleven possible curricular variations or models for implementing CLIL (Coyle et al., 2010). The most suitable curricular variation that defines LCC school teaching and learning context is *Bilingual Education* (Coyle, et al., 2010, p. 21). This curricular variation aims to develop required content-language goals and pertinent language skills, the main concern of content teachers from this school. Additionally, *Bilingual Education variation* privileges the articulation of the curriculum between language teachers and content teachers cooperatively. For that reason, the language learning is focused on interpersonal skills and cognitive language proficiency (e.g. required language for summarizing, comparing, etc.).

Coyle presents the Language Triptych (Coyle, et al. 2010, p.36) that was constructed in order to take into account the need to integrate cognitively demanding content with language learning use (see Figure 2). This conceptual representation supports language use through the analysis of the CLIL vehicular language from three interrelated perspectives: Language **of** learning, language **for** learning and language **through** learning.

- *Language of learning* refers to the language needed for learners to access basic concepts and skills relating to the subject theme or topic (Coyle, et al., 2010). It is the notional and functional linguistics levels of difficulty demanded by the content. For instance, learners need to know present continuous tense use in order to describe pictures.

- *Language for learning* focuses on the kind of language needed to operate in a foreign language environment (Coyle et al., 2010). It refers to the development of a repertoire of speech acts which relate to the content. In this case, fifth graders have to learn language for engaging in debates, getting into groups, discussing, stating their opinions, and others.

- *Language through learning* is based on the principle that effective learning cannot take place without active involvement of language and thinking. The CLIL classroom demands a level of talk, of interaction, and dialogic activity which is different to that of the traditional language or content classroom (Coyle, et al., 2010). Thus, language through learning refers to the language that emerges during the learning process, and the new ways learners use the already known language. For example, fifth grade

learners need to use S.M.A.R.T. goals strategy to foster their self-directed learning

process.

language of learning

CLIL linguistic
progression:

*Language learning
And language using*

**language for
learning**   **language through
learning**
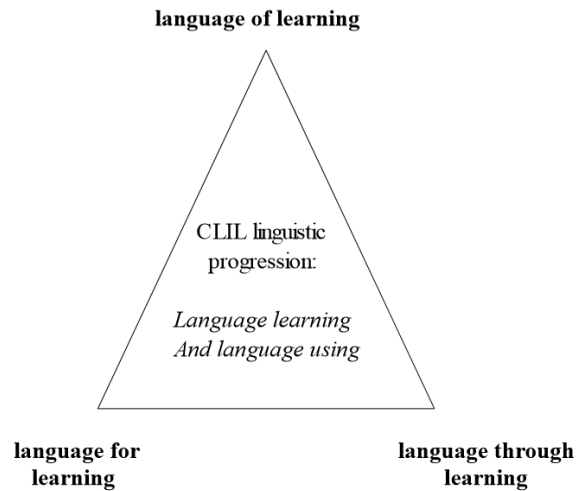
Figure 2 Language Triptych

Therefore, the aforementioned triptych will be developed along with the Self-Access

Material that learners will work at home and at school. In that way, participants´ progress will be

evidenced in the whole-class discussion tasks, where the linguistic and cognitive progression will

take place.

Self-Directed Learning

Self-directed learning (SDL) concept has become a teaching and learning interest at LCC

school, because most of the classes tend to be teacher-directed learning (TDL) which refers to

any increase in a student´s knowledge or skill brought about by initiatives taken by a teacher

rather than learners (Gibbons, 2002). Consequently, most of the students are dependent learners.

According to Brockett and Hiemstra (1991), the SDL approach refers to two main

dimensions: external characteristics of an instructional process and the internal characteristics of

the learner. "The first of these dimensions is a process in which a learner assumes primary responsibility for planning, implementing, and evaluating the learning process. An education agent or resource often plays a facilitating role in this process." (Brockett & Hiemstra, 1991, n.p.). The second one refers to learner´s preference for taking responsibility for his or her own learning process and progress. Thus, SDL approach refers to how individual learners can become empowered to take increasingly more responsibility for various decisions associated with the learning endeavor. (Hiemstra, 1994).

Just as the learners in the SD classroom assume new responsibilities, so do teachers. Brockett and Hiemstra (1991) define teachers as education agents that facilitate the learners´ learning process. Following the same idea, Gibbons states that, in SDL, students gradually take over most of the teaching operations that are traditional in TDL until they are designing as well as executing their own learning activities. The teachers´ role is transformed and becomes even more important and demanding. Teaching SDL requires a full professional repertoire of instructions, including training, coaching, guiding and counseling skills. (Gibbons, 2002).

Therefore, to foster SDL, teachers should instruct students to set their own goals, make plans, and initiate action. Teachers should guide students through self-directed challenged activities, and finally they have to review students´ assessment of their own work (Gibbons, 2002, p.3). Thus, SDL empowers learners to be autonomous and develop new skills for applying to the new knowledge, by the guidance or scaffolding of teachers who are improving and modifying their skills to make their pupils successful long-life learners.

Finally, Reinders (2010), states that: "…learner autonomy is not only about the development of a set of skills, but is rather about developing a certain mind set that sees learning as an active process of discovery." (p. 52). Accordingly, this research project is focused on encouraging not

only specific CLIL skills in learners, but also on raising fifth graders´ awareness of learning as an autonomous process of discovering, self-planning and taking control over their own academic process.

Self-Access Materials

Self-Access Language Learning approach (henceforth SALL) frames the strategies and resources used throughout the social studies SAMs for this research project. According to Cotterall and Reinders (2001), SALL is defined as a language approach which fosters and encourages life-long learners autonomy by the use of different strategies guided by teachers in and outside of the English language classroom:

"SALL… provides facilities which allow learners to pursue their own goals and interests…the resources have the potential to raise learners' awareness of the learning process…the target language is used as a means of communication… SALL can promote the learning autonomy..." (Cotterall & Reinders, 2001, p.2)

Additionally, Cotterall & Reinders state that one of the main elements that contributes to the development of learner´s independence is a Self-Access Centre (SAC). Thus, SAC consists on a number of resources in the form of materials, activities and support located in a specific virtual or physical place. (Cotterall & Reinders, 2001). For developing this research project, the researcher created a virtual SAC that hosts four self-access materials to be assigned to the participants for working on throughout the pedagogical implementation stage. This future SAC will be a virtual website designed in JIMDO™.

Self-Access Material is a fundamental element within the SAC, in that it creates a path to foster and promote learners´ independence through the accomplishment and awareness of the

tasks and activities presented throughout the SAMs. Reinders and Lewis (2005) state that SAMs are "materials of high quality, since students often have little or no access to further support from a teacher. Therefore, the materials have to be very clear, comprehensive, and easy to use." (Reinders & Lewis, 2005 p.1).

Introducing SAMs in fifth grade social studies class is pertinent because these self-access resources develop (SDL) in the academic environment. In order to set successful social studies SAMs, Tomlinson (1998) states that SAMs have to have authentic language; interactive readings; high level skills and focused specific tasks; situational tasks; variety of learning choices; time flexibility; some cooperative activities; feedback through commentaries; emphasis on learner training; and suggestions for individual follow-up activities.

Moreover, Tomlinson (2010) classifies principles of SAM into three main groups: Universal Principles, Delivery Specific Principles, and Local Principles. The former, refers to the conception of SAM as a widespread tool applicable for different academic contexts in relation to the Second Language Acquisition Theory (Krashen, 2009). Taking into account Krashen´s theory, the SAMs designed by the researcher have to address two main causative variables that are crucial for the second language acquisition by fifth graders: a) the amount of comprehensible input the learner receives and understand b) the strength of the affective filter to which the learner is "open" to the input (Krashen, 2009, p. 9). Therefore, exposure to the English language, meaningful experience of language, setting achievable goals, and language as mean of real communication support the four social studies SAMs to involve learners in meaningful second language usage.

The second principle refers to the considerations regarding delivering materials to self-access learners. In LCC case, the SAMs should offer tasks and resources that help learners to be truly

independent by allowing them to self-monitor and self-assess their learning progress, and to ask for feedback throughout the virtual tool. The third principle focuses on the designing of a SAM taking into account specific needs of teaching and students contexts that designers and teachers consider. For that reason, SAMs should offer pertinent English language and social studies skills appealing to fifth graders´ cognitive skills, and interests.

Online self-access materials might be an interesting and innovative learning opportunity that promotes interpersonal oral communication skill development in fifth grade English language learners (ELL´s) while they are self-directing their learning process and mastering their technological skills.

State of the Art

Four studies support this research project from different perspectives. Zorro, Baracaldo & Benjumea (2005) carried out a six-month study in the B. Ed. Language Program in a private Colombian university. They identified the importance of fostering autonomous learning in their undergraduate learners, due to the fact that most of them are teacher-dependent, and they cannot overcome by themselves certain mistakes and language issues such as: pronunciation, speaking and listening skills. They researched the effect of autonomous learning strategies and stages for improving learners´ English Proficiency, and their findings revealed that half of the learners gained some level of autonomy since they already do activities by themselves and the other half reports that they are interested in carrying them out. This study is relevant for this current research project since it shows how learners have improved autonomy by using autonomous strategies and materials.

According to Franks Otto (2005), including technology in the classroom provides tools to enhance different learning styles, levels of intelligence, and time required for mastery learning strategies. In order to draw his conclusion, the researcher has investigated the importance of implementing technology and Interactive Multi Media (IMM) devices in different kinds of language classrooms. Most of his studies have been carried out in The United States. Additionally, Rojas (2007) conducted a research project in the Language Adult Program from a Colombian language institute. He implemented a series of web 2.0 and Information and Communication Technology (ICT) tools in his language teaching classroom. He concluded that technology promotes self-directed learning in his learners. These studies support the technological perspective of the current research project because they demonstrate that learners improved SDL skills by developing virtual tasks independently.

Gutierrez (2005) did an action research project about developing oral skills through communicative and interactive tasks with ninth grade learners in a Public Colombian High School. After one academic term, she concluded that implementing communicative tasks such as, free conversations, oral presentations, and exchange information in which learners are able to communicate their insights regarding a topic, and expecting an oral teacher or partner´s feedback, would increase learners´ oral skills in the target language. Thus, Gutierrez´s research enlightens this current research project because she used individual and small group speaking tasks to improve learners´ oral skills by enhancing whole-class participation.

Finally, Gutierrez, Rojas, Otto and Zorro et al. studies are all pertinent for this research project due to the fact that they enlighten the importance of fostering and enhancing both, learners´ self-directed learning, and technology usage for achieving target language purposes and oral communication skills. Those studies support the present research project since some of them

implemented technological tools and self-directed learning strategies as the way to foster learners´ language performance; and the others studies implemented oral communication tasks for eliciting learners´ oral English performance.

This chapter has presented and discussed the theoretical underpinnings of this study. The constructs for this study were defined and their application made explicit.

The next chapter will describe the research design chosen for this research project which is an action research approach. Likewise, methodological features, context, participants, data collection and procedures will be explained.

Chapter Three: Research Design

This chapter will describe the main elements of action research that frame this research project. Firstly, the methodological approach and the reasons why this approach was chosen will be identified. Secondly, it will depict the context and the participants that took place in the development of the project. Thirdly, it will present the researcher´s role used in this investigation. Fourthly, data collection instruments and procedures will be explained. Finally, validity and ethical considerations will be described in this chapter.

Figure 3 below presents general information of the research design.

Type of study	Action Research
Context	Liceo Catolico Campestre (Primary section) - bilingual private institution, located in Bogota, Colombia.
Participants	Fifth grade learners, A2 level according to the *Common European Framework*, and to the *Estándares Básicos de Competencias en Lengua Extranjera: Inglés* established by Colombian Ministry of National Education (MEN).
Data collection instruments	Questionnaires/Surveys, Self-Access Material (SAM) activities developed by learners, Audio recordings, rubrics, Teacher-researcher´s journal.
Data collection procedure	Data were collected at the pre, while and post stages of the implementation.

Figure <u>3</u> Research Design Framework

Type of Study

The present study is framed in the action research paradigm. This study aims to analyze what occurs in terms of oral communication in the classroom with the implementation of Social Studies Self-Access Materials (SAM). Bailey & Nunan (2009) state that action research…

> "represents a particular stance on the part of the practitioner -a stance in which the practitioner is engaged in critical reflection on ideas, the informed application and

experimentation of ideas in practice, and the critical evaluation of the outcome."

(Bailey & Nunan, 2009, p.228).

Additionally, Burns (2010) defined action research as "a self-reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community" (p. 5). The main aim of action research approach is to identify problematic situations or issues considered by the participants to be worthy of investigation in order to bring about critically informed changes in practice. Those changes arise from solid information taken from gathered data (Burns, 2010).

Specifically, Kemmis and McTaggart (1988, cited in Burns, 2010, p. 7) stated four iterative phases in a cycle of Action Research. **Planning** is the first phase in which the researcher identifies a problem or issue and develops a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where researcher considers: i) what kind of investigation is possible within the realities and constraints of his/her teaching situation; and ii) what potential improvements researcher thinks are possible. Consequently, in the **Action** phase the plan is a carefully considered one which involves some interventions into the teaching situation that researcher puts into action over an agreed period of time. The interventions are 'critically informed' as researcher questions his/her assumptions about the current situation and plans new and alternative ways of doing things.

The third phase is **Observation** which involves researcher in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where one use 'open-eyed' and 'open-minded' tools to collect information about what is happening. Finally, in the **Reflection** phase teacher-researcher reflects on,

evaluates and describes the effects of the action in order to make sense of what has happened and to understand the issue he/she has explored more clearly.

Therefore, this action research procedure enlightens this research project, due to the fact that the phases are cyclical and they can be used more than once in this small-scale investigation in which the researcher is also an active participant. Cohen and Manion (1985, cited in Nunan & Bailey, 2009, p.228) argued that action research is first and foremost situational, being concerned with the identification and solution of problems in a specific context. These authors also mentioned that another relevant feature of this approach is the collaborative aspect, since the aim of action research is to improve the current school situation that benefits a community of participants. Thus, increasing oral communication in English through the use of Social Studies Self-Access Materials (SAM) by fifth graders becomes an immediate goal for Liceo Catolico Campestre.

Researcher´s Role

Action research allows the teacher to take on the role as a teacher-researcher throughout the research process. Burns stated that in action research, the teacher becomes an investigator and explorer of his or her personal teaching context in order to bring about improvements for a particular issue (Burns, 2010). Therefore, being a teacher-researcher under the action research approach implies being a reflective and committed person that problematizes a specific issue in order to look for enhancements in his or her teaching and learning classroom.

Context

The research project was developed at LCC, this institution caters to elementary and secondary learners and the whole instruction is framed under the Teaching for Understanding curriculum (Blythe, T. 1998), which is grounded on the learners´ development of critical

thinking skills through achieving comprehension goals. The elementary section has bilingual instruction in Science, Social Studies and Mathematics by using English as the vehicular language of teaching. The Social Studies class is taught in both Spanish (learners´ mother tongue) and English languages. Additionally, fifth grade learners receive 8 hour per week of English class. This research project took place in the Social Studies class taught in the target language.

Participants

The twelve participants were fifth grade students between the ages of 10 and 12. They all have internet access at home and school. According to the Colombian Ministry of National Education (MEN) and the Common European Framework, most of the learners are in A2 level. They can express their ideas and thoughts about daily life in the target language. They can also maintain a simple conversation in English about personal information and known topics, but they often ask for clarification, repetition, or rephrasing. Furthermore, they often only use the present simple tense.

Most of the learners have learnt pertinent social studies vocabulary according to their age and grade, nevertheless, they often use limited English language tools to participate in a social studies whole-class discussion task. For example, student #3 said "the boy (10-second pause) hit (30-second pause) is bad" when describing an image of bullying at school. Student #10 said "this situation is bad (15-second pause) she cannot say bad words (7-second pause) the mother" when stating her opinion about common bad behaviors at home. Thus, they state their viewpoints about social studies topics by using isolated vocabulary and without the use of oral English expressions for whole-class discussion participations.

Data Collection Instruments and Procedures

The data for this study were collected through the use of five instruments: questionnaires, teacher-researcher´s journal, Self-Access Material (SAM) activities, audio recordings and rubrics. Subsequently, this section describes the data collection instruments and procedures needed for the development of this research project.

Nunan and Bailey (2009) state that **questionnaires** can elicit responses from many people on a limited number of items more deeply, and they can be used to investigate practically any aspect of the teaching and learning process. Additionally, this data collection instrument provides three types of information: *factual or demographic* (who the interviewees are and their background/experiences); *behavioral* (what they do, or did in the past); *attitudinal* (attitudes, opinions, beliefs, interests and values) (Dörnyei, 2003, cited in Burns, 2010, p. 81).

In this research project two types of questionnaires were used: *open-ended items* and *close-ended items* (Burns, 2010). The first type of questionnaire elicits a free-form response in which learners respond using their own words. Open-ended questionnaires were administered as follows: *A Strengths and Weaknesses questionnaire* used at the beginning of the pedagogical intervention in order to learn more about the fifth grade learners´ attitude and behaviors toward the Social Studies class in relation to the use of the target language (see Appendix A). Three *Behavioral and Attitudinal* questionnaires were administered to identify the reflective learning process of the student and the impact of the Self-Access Material in class (see Appendix B). There was also a final *questionnaire- Perceptions on SAMs in acquiring content* (1) delivered at the end of the whole pedagogical intervention to identify learners´ perception regarding the use of VOKI™ as a part of the Self-Access Materials used to enhance oral communication in Social Studies Class (see Appendix C).

Researcher designed four *Self-Assessment* questionnaires (close-ended items) in order for the fifth graders to self-assess and reflect on their learning process and progress. Those questionnaires were administered at the end of each SAM completion (see Apprendix D). These questionnaires have similar questions which are used to identify learners´ progression or regression regarding oral interpersonal communication and English expressions throughout using the four SAMs. Furthermore, these questionnaires use the same Likert Scale in order for learners to rate their responses using one of the three options below (Table 1).

Option 3 (Learners accomplished successfully the task and they feel confident with what they have learnt)	Option 2 (Learners briefly accomplished the task, but they need more practice)	Option 1(Learners cannot accomplish the task properly)
I can do it!	Sometimes I can do it, but I need more practice.	I need to work harder to do it better.

Table 1 Likert Scale from Self-Assessment questionnaires

Teacher-researcher´s journal is an introspective data tool procedure in the way the diarist studies his own process (Nunan and Bailey, 2009). Additionally, it can be employed to monitor not only the learning process, but the teaching process as well. Burns (2010) also argued that journal and logs are extremely useful as a way of capturing significant reflections and events in an ongoing way. Reflective journal is the type of data collection instrument used in this research project since its aim is to capture 'stream-of-consciousness' ideas, thoughts, insights, feelings, reactions to lesson/events (Burns, 2010, p. 90). Thus, the teacher-researcher records his or her responses and interpretations of what has happened in the classroom and its significance

about the use of VOKI™ as a tool to enhance oral communication in the social studies
classroom, specifically in whole-class tasks.

During the pedagogical interventions learners developed a set of tasks presented in four
virtual SAMs which are administered in the following website:
www.socialstudieslcc2014.jimdo.com Those SAMs involved the use of **VOKI**™ web 2.0 tool as
an instrument to enhance interpersonal oral communication. This e-learning tool allowed fifth
graders to create customized online speaking avatars, in which they also can record and save
their voices to answer a question or discuss a specific topic guided by teachers. Therefore, this
artifact became a pertinent data collection method because the recordings enabled the researcher
to analyze each participants´ process (see Appendix E).

Audio recordings allow researchers to gather data during actual language lessons
(Nunan & Bailey, 2009, p.259). In order to analyze interpersonal oral communication during a
whole-class discussion activity, audio recordings were collected to complement the researcher´s
observation notes. Three whole-class discussion activities were audio-recorded to identify the
learners´ progress regarding the use of oral expressions in a discussion activity for enhancing
interpersonal oral communication.

Rubrics help to code the information recorded in both, the VOKI™ platform hosted in
the SAMs, and in the whole-class discussion activities developed in the classroom. Therefore,
this instrument has been designed to identify each learner´s performance and progress regarding
the use of oral English expressions and social studies vocabulary learnt in fifth grade. Two types
of rubrics were used: a rubric to analyze learners´ oral communication performance done as an
individual work in VOKI™, and another rubric to analyze learners´ interpersonal oral
communication in the whole-class activities (see Appendix F).

Validity and Triangulation

Validity refers to whether the research project is solid and can stand up to evaluation by colleagues and peers (Burns, 2010). The researcher followed Burns' guidelines for strengthening validity of the data by conducting a thorough literature review of previous theory and research on this topic; by piloting instruments to anticipate and correct any problems or misunderstandings; and by reviewing action research accounts of other professionals and revising design decisions.

According to Burns (2010), triangulation "strengthens the data, making sure we adopt an objective approach to the information we collect." (p.95-96) Therefore, in this research project triangulation permitted the researcher to compare, contrast and cross-check the data collected to determine whether the information from one source was supported by other evidence. Consequently, the analysis, reflections and conclusions are not diluted by personal assumptions or biases. Finally, the type of triangulation used for this research project was *data triangulation;* in which the data were collected by a multiple data sources in a single study (Denzin, 1978, cited in Rugg, 2010, p.13).

Ethical Considerations

Burns (2010) recommends that teacher-researcher address several issues when setting ethical procedures. For developing this research study, researcher used a consent form (See Appendix G) requesting permission from the school board from LCC. The overall objective of the form was to inform and explain thoroughly the research project action plan that was aimed to be carried out. Additionally, researcher met with parents and students to explain their rights as participants regarding this research project such as, labels instead of real students´ names,

voluntary participation and differentiation between academic grades and learners´ performance
on the investigation.

The present chapter has described, in detail, the steps and process framed in the action
research approach, and the context and participants that are part of this investigation.
Additionally, data collection instruments and procedures were explained. Finally, ethical
considerations and validity have been justified.

Chapter four will explain the pedagogical intervention and implementation plan carried
out for implementing SAMs in the fifth grade Social Studies class. Trough that chapter,
instructional design, procedures and materials used for the development of the pedagogical
implementation will be described.

Chapter Four: Pedagogical Intervention and Implementation

In order to achieve the objectives and the research question proposed in this research
project the researcher followed some steps and procedures using an action plan. This chapter will
present the action plan done for the implementation of SAMs in the social studies class in order
to increase interpersonal oral communication among fifth graders. Likewise, this section will
describe instructional design, procedures and materials used for the development of the
pedagogical intervention and implementation.

Chapter 3 presented the Action Research Cycle stated by Kemmis and McTagagart
(1988, cited in Nunan & Bailey, 2009) which guided and structured this research project into 4
phases: *planning, action, observation and reflection*:

Planning Phase

Once the issue was detected (lack of interpersonal oral communication elements), an
action plan was drafted. This plan was designed in order to analyze what kind of investigation is

possible, the realities and constraints of teacher-researcher´s teaching situation, potential improvements that might be possible in this specific academic context, and the available elements and resources needed. Thus, research question and research objectives were defined.

Action Plan and Observation Phases

Having the research question and specific objectives designed, a consolidated intervention and implementation action plan was created. Kemmis and McTaggart (1988, cited in Burns, 2010) stated that the plan includes a set of interventions into the teaching situation that the teacher-researcher puts into action over a specific timeframe. For that reason, the timeline below for pedagogical interventions was designed (Figure 4):

PRE-STAGE		WHILE-STAGE					POST-STAGE
Week 1 Feb. 10th – 14th	Week 2 Feb. 17th 21st	Week 3 March 3rd – March 7th	Week 4 March 10th – March 14th	Week 5 March 17th – March 21st	Week 6 March 31st – April 4th	Week 7 April 7th – April 11th	Week 8 April 21st – April 25
Introductory activity	Introduction to SMART goals.	Introduction to *Discrimination* topic.	Developing the second SAM, individual work. *Types of discrimination*	Developing the third SAM Individual work. *Bullying*	Developing the fourth SAM, Individual work at home. *Stop Discriminating*	Developing the final whole-class discussion activity. (recorded)	Analyzing pedagogical interventions in terms of Interpersonal communication and whole-class discussion tasks.
Task 1: survey on strengths and weaknesses.	Task 2: SMART goals explanation and worksheet about it. Teacher´s Feedback	Task 3: First SAM as whole-class activity. First questionnaire Teacher´s Feedback	Task 4: First Whole-class discussion activity. (recorded) Teacher´s Feedback Second questionnaire	Task 5: Second Whole-class discussion activity. (recorded) Teacher´s Feedback Third questionnaire	Task 6: Learners´ presentation of their final work. Teacher´s feedback.	Task 7: Learners Feedback of SAM usage and applicability (survey).	Learners answer a questionnaire related to the effect of the use of CLIL SAM for Whole-class discussion tasks.
Teacher´s Journal							
Data collection instruments							

Figure 4 Timeline for Pedagogical Interventions

Figure 4 depicts three stages: *pre-stage, while-stage* and *Post-stage* for developing the pedagogical intervention and implementation. Each stage contains the specific tasks, materials and data collection instrument (s) for gathering the information.

Pre-Stage

A Lesson Plan template by Rubin (2012) was adapted for the development of the
pedagogical interventions, using this adapted template six lesson plans were done throughout the
implementation process (see Appendix I).

During the first week, learners completed *Strengths and Weaknesses* **questionnaire** (see
Appendix A) with the aim to identify fifth graders´ attitudes, behaviors and insights regarding
their command of English as a means to participate in the Social Studies Class. Furthermore, this
questionnaire was an adaptation from the one done by Shcarle and Szabó (2000), who stated that
"it can also be a first step to get your students to think about their learning" (p. 16). In other
words, they have been involved in a teacher-centered classroom where learners´ autonomy and
responsibility on their learning process have not explored.

The teacher-researcher used the second week for introducing the use of **S.M.A.R.T.
Goals** (Specific, Measurable, Attainable, Realistic and Timely) (Rubin and McCoy, 2011) as a
learning strategy for improving learners´ learning process. Therefore a virtual workshop (see
Appendix H) was delivered to the learners to complete and then they were provided with general
feedback from the teacher in order to consolidate the significance of this learning strategy and
how it worked. This virtual workshop was designed using a web 2.0 tool PREZI™, and it
contained four steps for elicit fifth grade learners´ S.M.A.R.T. Goals. *Step 1* explained what
S.M.A.R.T. stands for by means of written definitions and video tutorials; *Step 2* listed a set of
S.M.A.R.T. Goals, and encouraged learners to discuss their goals; *Step 3* both, motivated
learners to create their own goals regarding a given general objective, and made learners use a
checklist for evaluating their own goals. *Step 4* explained Content Goals and Language Goals
they needed to create since this research project is developed in a bilingual environment using a

CLIL approach. Finally, in this step learners created two S.M.A.R.T. goals (Content and
Language goals) for the social studies class and feedback was provided to the learners in order to
have future improvements of this learning strategy.

According to Rubin and McCoy (2011), planning is an important procedure in Learner
Self-Management, and by introducing the concept of S.M.A.R.T. Goals and having these
participants use this strategy, they can become "expert learners"(p.1), who are responsible for
their learning process.

Simultaneously, the four SAMs were created for the research project and are hosted at the
virtual platform www.socialstudieslcc2014.jimdo.com.

While-Stage

During this stage the four Self-Access Materials took place by using VOKI™, the main
e-learning tool fifth graders used throughout the project. SAM #1 titled "Introduction to
Discrimination Topic" was developed in class by fifth graders during week #3 to present both:
the use of social studies SAM teaching and learning strategy and the new social studies topic for
the content class. This SAM was structured in 5 main steps:

The first step presents the objectives of the SAM #1, one language objective and one
content objective that enlightened the purpose of such task. The second step guided learners to
set their own S.M.A.R.T. goals (Content and Language goals) (see Appendix J); for this, learners
used the PREZI™ virtual workshop and a chart presenting models. The third step was about the
development of the specific content of social studies class 'discrimination phenomenon'. Here
learners had to recognize and identify a set of vocabulary related to discrimination, and watch
two videos regarding this topic as way to aid learners in understanding the concept of

'discrimination'. Additionally, learners were asked to use the information they had learned to
define discrimination in their own words. Furthermore, in this step learners had to create a
VOKI™ account (if they did not have one) and then record their definition about discrimination.

After this step was completed, learners moved on to the fourth step where they had
information about the importance and use of English expressions for participating in a whole-
class discussion activity. After reading and analyzing this information, learners developed the
first part of a classification chart (see Appendix K). Finally, learners assessed their own learning
process in this activity using a *Self-Assessment* questionnaire (see Appendices D and L). In
concluding the first SAM, the teacher-researcher gave general feedback on the main points of
SAM development. Additionally, learners answered a *Behavioral and Attitudinal* questionnaire
(see Appendix B) about their first time developing a social studies SAM (a similar questionnaire
was administered at the end of each SAM completion).

During the rest of the weeks, learners completed the remaining SAMs individually. After
learners received feedback from SAM#1, fifth graders developed the SAM #2 titled
"Discriminatory Behaviors". That SAM aimed at explaining both, the different kinds of
discriminatory behaviors and simultaneously the different kinds of English expressions
according to their usage. The six steps that were designed for the second SAM are as follows:

Steps one and two followed the established patterns from the SAM #1. Step 3 described
the kinds of discriminatory behaviors by showing definitions and examples to learners.
Consequently, Step four reinforced the knowledge about English expressions, classifications and
functions using the same chart that was presented in SAM #1. Then, in Step five learners stated
their opinions about one type of discriminatory behavior through VOKI™, they also had to use

English expressions. Finally, in Step 6 learners self-assess their learning process and progress on the second close-ended questionnaire.

After completing SAMs #1&2, the first whole-class discussion activity took place. The researcher kept a journal in order to write observations and viewpoints about learners´ interpersonal oral communication. The discussion was about learners´ opinions on five types of discriminatory behaviors. In that activity, teacher-researcher presented the images from SAM #2 –Step five (see Appendix M) and asked learners two questions about each image: (1) What kind of discrimination is this? (2) Do you agree or disagree with your partner? Those questions required learners to use social studies content and English expressions that they had practiced throughout the first SAMs. Finally, they responded to the *Behavioral and Attitudinal* questionnaire (see Appendix B). This questionnaire aims to identify how useful VOKI™ was in helping them learn English expressions and Social Studies content.

A variety of opportunities for practicing specific knowledge helped learners to gain more experience with the content and skills required by teachers. Likewise, learners were afforded different opportunities to practice a specific set of learning strategies, in this case the use of SAM, once again providing learners with more experience and confidence with this strategy that fosters self-directed learning skills.

During week #5 of the pedagogical intervention fifth graders developed SAM #3 titled "Bullying", and they also participated in the second whole-class discussion activity. The third SAM had five steps to be developed with the purpose of characterizing the behaviors and consequences of bullying, and the use of English expressions in whole-class discussion activities. Accordingly, Steps # 1 and 2 followed the established patterns. In Step three, the learners had to

explore and use their previous knowledge about bullying as one kind of discriminatory behavior,

and they also had to read information about effects and consequences of bullying.

Then, in step fourth learners gave their personal opinion about the following statement:

Bullying is a normal attitude at school, for that reason we don´t have to stop it. Do you agree,

or disagree? Fifth graders stated their opinion in VOKI™ where they had a chance to record

their voice as many times as they wanted until they reached their expected outcome knowing that

their classmates would be able to listen to their recorded opinions (see Appendix N). Finally,

learners answered the third *self-assessment* questionnaire in step five (see Appendix D).

After every SAM and whole-class discussion activity, learners received the teacher-

researcher´s feedback as a way of scaffolding the individual and collective learning progress.

Scaffolding as stated by Walqui (2006) "is the interactive social nature of learning and the

contingent, collaborative nature of support and development." (p.159); thus, the teacher-

researcher encouraged fifth grade learners to produce better oral English language performance

in the social studies class by means of feedback.

Following the development of the third SAM in week #6, learners moved directly to

developing the fourth SAM titled "Stop Discriminating"*,* which included their final production

related to stopping discrimination at school. Following a similar pattern as the other SAMs, this

too included 5 steps. Step one and two followed the established pattern. In step three, learners

watched a video and search the Internet for articles offering discussions of bullying in schools.

Subsequently, the fourth step guided learners to design a solution for eliminating

bullying, while commenting (by means of VOKI™) on their partners´ solutions for

improvements. Furthermore, learners designed their final proposal of the corrected solution and

presented to the class. Finally, in the fifth step learners self-assessed their learning process and their final product using the fourth *Self-Assessment* questionnaire.

Week seven concluded the while-stage because the final task was a whole-class discussion activity regarding another social studies topic, "*mobile phones in the classroom*" in order to identify whether or not learners were mastering interpersonal oral communication beyond the "discrimination" topic. Additionally, learners gave feedback regarding SAM usage and its applicability to their specific context by responding a questionnaire on *perceptions on SAMs in acquiring content* (see Appendix C).

Reflection Phase

Post-Stage

Chapter 5 will describe the data analysis and findings discovered from the research project. Therefore, coding, categories and sample data will be discussed in this chapter. The following chapter shows a complete interpretation of data in light of the theory and pedagogical interventions.

Chapter Five: Results and Data Analysis

This chapter will present the data analysis approaches, the data management and interpretation of these research project findings. Thus, specific quantitative and qualitative data analysis methods will be described in order to analyze the gathered data. Additionally, the main purpose of this chapter is to show the findings that resulted from the data sources.

Data Analysis Approach

Considering that this study collected data from quantitative and qualitative sources in order to add validity to it, it is necessary to adopt a mixed method. Wiśniewska (2011) states that combining quantitative and qualitative methods has two main principles: triangulation and data complementarity. First, quantitative data analysis was framed in the *descriptive statistics* method which involves descriptions of groups in terms of variables that have been measured or counted (Nunan and Bailey, 2009). For this research project, the researcher used measures of *central tendency* and *dispersion*, or *variability*, to report the quantitative findings.

Central tendency has three main measures, the mean, the median and the mode, all of which show where the set of data collects around a central point (Burns, 2010). Measures of dispersion or variability presents how the measurements in a data set differ from one another (Nunan and Bailey, 2009). The three key measures of this element are the range, the standard deviation and variance. This analysis method was used for the close-ended items used in the *Self-Assessment* questionnaires that learners answered.

On the other hand, in order to analyze the qualitative data, it was pertinent to frame such analysis on the Grounded Theory approach. Creswell states that a "grounded theory design is a systematic, qualitative procedure used to generate a theory that explains, at a broad conceptual level, a process, an action, or an interaction about a substantive topic" (2012, pg. 423). In this

case, the main purpose of this research project is to explain to what extent the use of Social Studies Self-Access Materials (SAM) increase interpersonal oral communication among fifth graders by using the target language.

Additionally, systematical and sequential data collection and data analysis procedures enable the researcher to capture all relevant aspects of the topic as soon as they are perceived (Corbin and Strauss, 1990). For that reason, the qualitative sources used in this research project such as: *Behavioral and Attitudinal,* and *Perceptions on SAMs in acquiring content* questionnaires, teacher´s journal, audio-recordings, rubrics and Self-Access Materials completed by learners were analyzed under the Grounded Theory analytic process of *Coding,* which involves three main types: open, axial and selective coding. Thus, relevant features, actions and facts about the use of SAMs for increasing oral communication in English by fifth graders emerged to interpret the findings.

Data Management

The implementation process started in February 2014. Five data collection tools were used simultaneously and repeatedly throughout the research project. Table 2 presents a summary of the type of analysis according to the data source.

Data Collection Source		Nature of data	Data Analysis Method
Strengths and Weaknesses: Open-ended questionnaire.		Qualitative	Grounded theory
Self-Access Materials 1, 2, 3 & 4 (SAMs) activities completed by learners:	S.M.A.R.T. Goals written by learners.		
	VOKI performance		
	Four self-assessment questionnaires	Quantitative	Statistical analysis: descriptive statistics
Three Behavioral and Attitudinal Open-ended item questionnaires.			
Questionnaire/ Perceptions on SAM s in acquiring content			
Teacher´s journal			
Rubrics for VOKI and for whole-class discussion tasks		Qualitative	Grounded Theory

Audio recordings & Transcriptions		

Table 2 Data Analysis Methods

Data Analysis and Interpretation

Quantitative Analysis and Interpretation

Descriptive statistics was the best method to analyze the quantitative data gathered from the four *self-assessment* questionnaires that contained nineteen close-ended questions which measure learners´ progression or regression regarding self-directed learning and the use of SAM. After compiling participants´ responses, researcher assigned to the Likert scale options (Table 1) a numerical value in order to do the statistical measures (see Appendix Q). Thus, researcher identified the mean, median, mode and the variability per each question. As a result of this statistical procedure, researcher observed that at the end of the SAM#4 most of the learners marked options 2 and 3 in the self-assessment questionnaire, it means that learners were able to accomplish the SAM tasks independently, but they needed more practice in this tool.

Additionally, Figure 5 depicts the overall statistical results which shows that fifth graders´ perceptions of their own learning, in terms of Social Studies SAM usage and Oral communication skills, positively increased throughout the four SAMs.
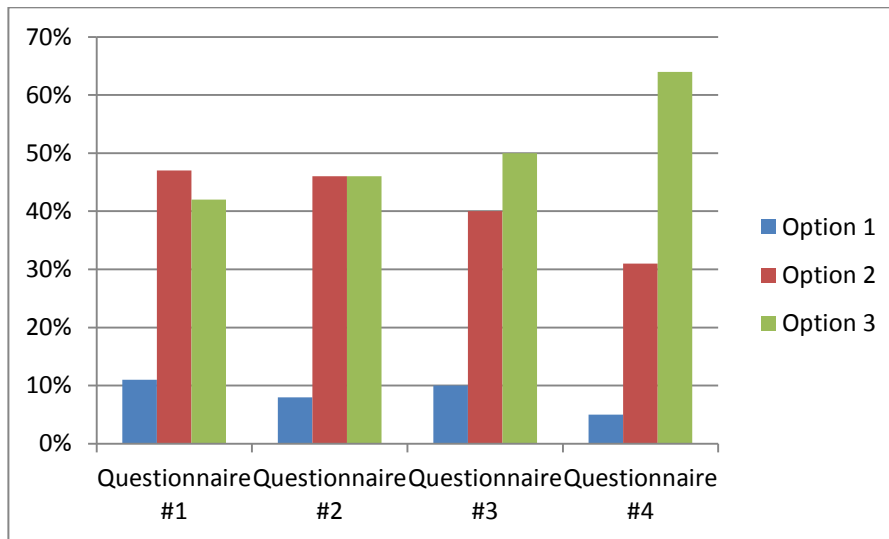
Figure 5 Quantitative Analysis Summary

That increase is observed in Figure 5 because option 3 (Learners accomplished successfully the task and they feel confident with what they have learnt) was marked by 64% of the learners after SAM#4. Likewise, Option 1 (Learners were not able to accomplish the complete task) decreased to 5% of the participants´ choice, it occurred because three participants´ marked option #1 in the question #16 "I can ask for opinions and express my agreement or disagreement regarding a specific solution." (see Apeendix Q). It evidences, that there are three fifth graders that need an additional explanation regarding giving solutions for specific situations. Moreover, Figure 5 shows that learners´ perceptions about their learning process had a significant progression comparing the self-assessment questionnaire administered in SAM1 (Defining Discrimination Phenomenon), and the fourth self-assessment questionnaire administered in SAM 4 (Proposing Solutions for Stopping Discrimination at School).

To complement the statistical information, pie charts were drawn for each of the questions. The most salient changes presented throughout the implementation process regarding learners´ perceptions are presented below.

Figure 6, illustrates that after completing tasks from SAM #1, half of the learners responded that they could successfully define 'Discrimination Phenomenon' as part of Social Studies content, and they feel confident with what they have learnt. Additionally, 42% of the learners define 'Discrimination Phenomenon' but they felt that they need more practice on the definition about Discrimination in order to feel confident with what they have learnt. Only 8% of the learners responded that they could not define the concept. Thus, half of the participants successfully learnt the Social Studies content by using SAM#1 (Defining Discrimination Phenomenon) as a strategy.

1st Close-Ended Questionnaire, Question # 2
"I can define Discrimination phenomenon."

■ Option 1: I need to work harder to do it better

■ Option 2: Sometimes I can do it, but I need more practice

■ Option 3: I can do it!

8%

50% 42%
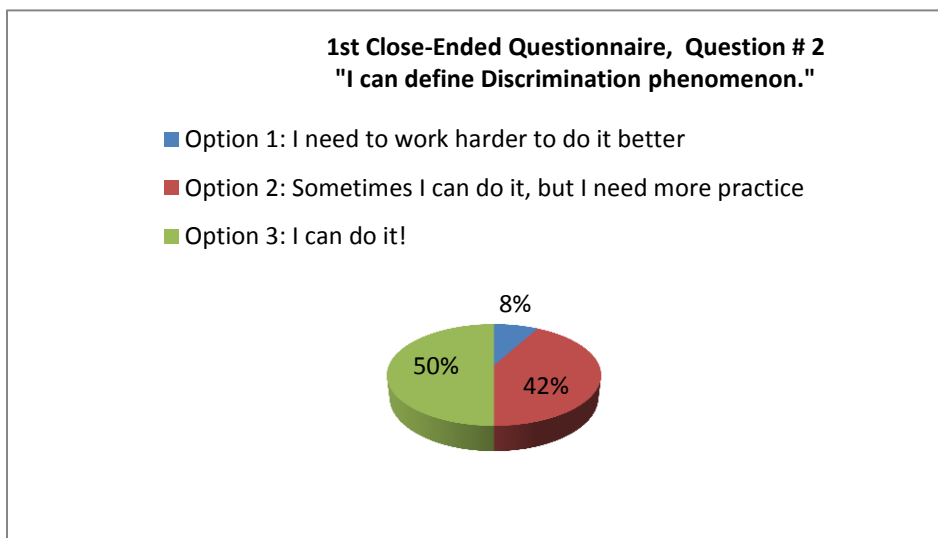
Figure 6: Results from Self-Assessment Questionnaire #1, Question #2

Figure 7 depicts fifth graders´ perception regarding the first question taken from the fourth self-assessment questionnaire administered at the end of SAM 4 (Proposing Solutions for Stopping Discrimination at School), which refers to Social Studies content learning. It is

observed that 75% of the fifth graders successfully learnt 'Bullying Phenomena' definition, and

they feel confident with the acquired knowledge. Moreover, 25% of the learners briefly learnt the

concept, and they need more practice to master Bullying Phenomena definition. Comparison

between Figure 7 and the Figure 6 presents that after SAM#4 the number of participants that

successfully acquired the new concept increased from 50% to 75%.
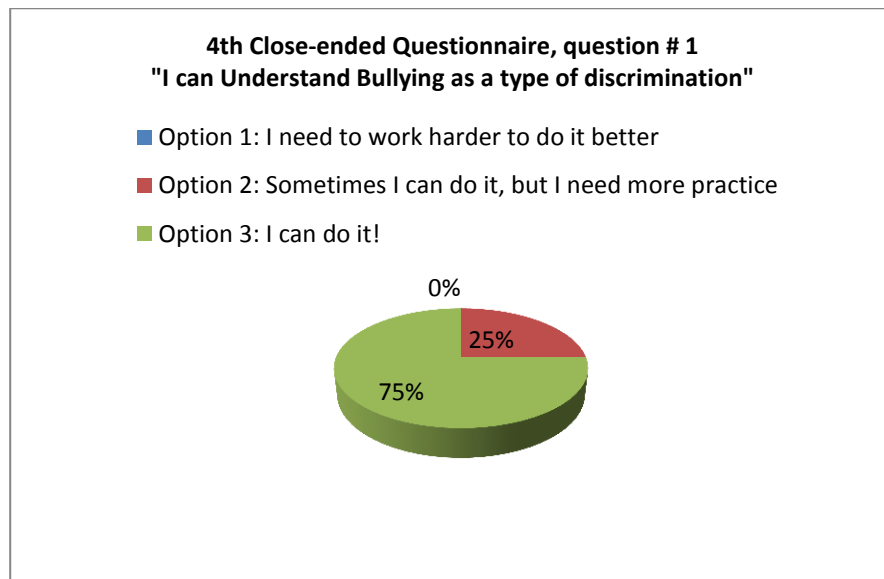
Figure 7: Results from Self-Assessment Questionnaire # 4, Question #1

Furthermore, Figures 8 and 9 depict the progression of learners´ perception regarding the

use of VOKI™ as a useful tool for enhancing oral communication:

2nd Close-Ended Questionnaire, question #4
"I can use VOKI as a tool for giving my personal opinion."

■ Option 1: I need to work harder to do it better

■ Option 2: Sometimes I can do it, but I need more practice

■ Option 3: I can do it!

8%

42%

50%
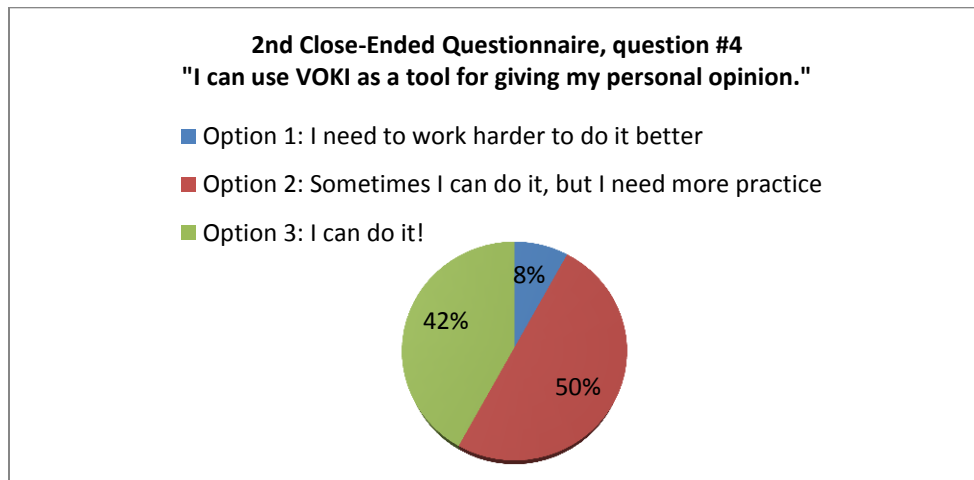
Figure 8: Results from Self-Assessment Questionnaire # 2 Question # 4

4th Close-Ended Questionnaire, question #7
"I can use VOKI as a helpful tool to practice English expressions and opinions."

■ Option 1: I need to work harder to do it better

■ Option 2: Sometimes I can do it, but I need more practice

■ Option 3: I can do it!

0%

8%

92%
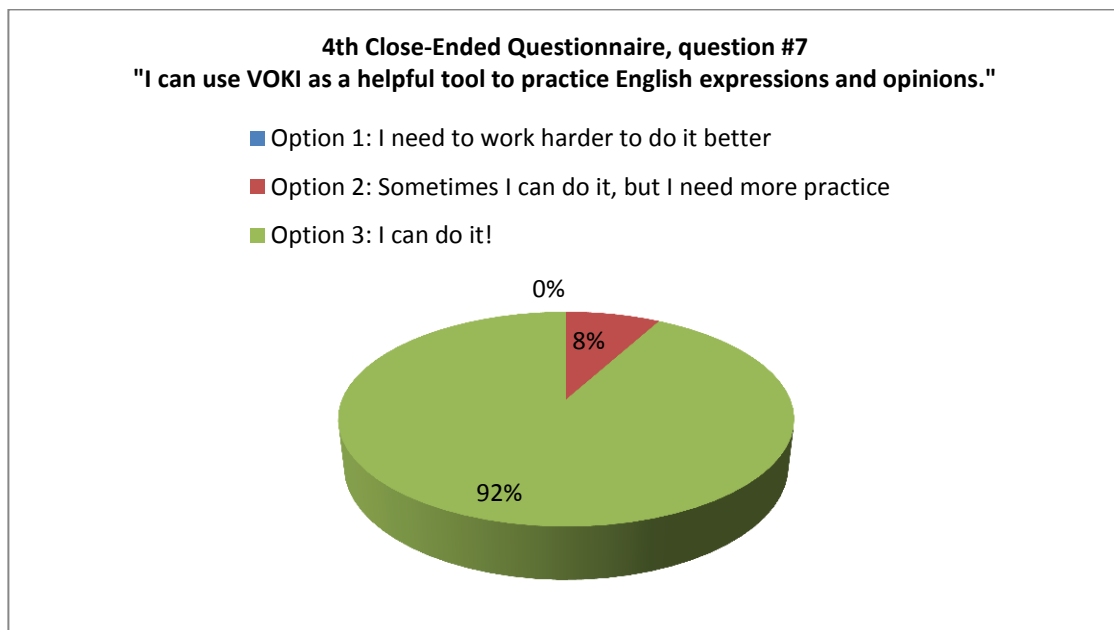
Figure 9: Results from Self-Assessment Questionnaire # 4 Question # 7

Figures 8 and 9 portray a significant increase because 92% of fifth graders used the web 2.0 tool

successfully for increasing oral communication an only 8% of the learners agreed that the web

2.0 tool is useful for improving oral communication, but they needed more practice on it in order

to enhance their oral communication in the content class. Additionally, all participants responded

that they "can use VOKI™ as a helpful tool to practice English expressions and opinions".

Therefore, it shows that most learners felt that they better performed the SAMs as the time went by.

Qualitative Analysis and Interpretation

After interpreting the quantitative data, the next stage was to analyze five qualitative data sources under the Grounded Theory Approach. In order to carry out such a procedure, *coding* emerged as an analytical process (Corbin & Strauss, 1990) that was used for interpreting Self-Access Material (SAM) activities completed by learners, audio-recordings transcripts, rubrics, open-ended questionnaire, and teacher´s journal.

Open Coding

This specific process gave the researcher new insights by breaking through standard ways of interpreting phenomena reflected in data (Corbin & Strauss, 1990). Thus, the instruments were broken down to analyze events, actions and interactions to discover the most relevant *concepts* that emerged from them. Therefore, the researcher carried out the triangulation process of the four SAMs completed by learners, transcripts of the three audio-recording sessions, rubrics of learners´ VOKI™ performances and Whole-Class discussion tasks, four open-ended items questionnaires, and teacher´s journal. In this triangulation process, a MSExcel™ chart was used to process and categorize concepts that emerged from the raw data sources. Upon completion of the chart, the researcher wrote an analytic matrix in order to group those key themes together and to form subcategories. The following table (Table 3) presents the open coding procedures.

Research Question	Subcategories	Excerpts	Times the concept appeared in data sources
To what extent does the use of Social Studies Self-Access Materials increase interpersonal oral communication among fifth grade English language learners immersed in a CLIL environment?	Learning Social Studies vocabulary	"Si es útil, porque mientras aprendemos sociales con el inglés" (Open-ended questionnaire after SAM1, Ss#2) "Si porque lo hice muy bien y aprendí mucho sobre el matoneo o bullying" (Open-ended questionnaire after SAM3 Ss#5)	32
	Improvement of English Expressions use	"Si porque así aprendemos a expresar y decir opiniones y discusiones en inglés" (Open-ended questionnaire after SAM2, Ss#2) "Si, porque por lo menos en los VOKIS practicamos mucho las expresiones pero también en las otras actividades" (Open-ended questionnaire after SAM3, Ss#7)	32
	VOKI™ use	"Si, porque aprendimos más hablando inglés" (Ope-ended questionnare after SAM1, Ss7) "Si me encantó porque VOKI me ayuda a dar mi opinión y me ayuda a mirar mi pronunciación" (Open-ended questionnaire after SAM2, Ss#3)	49
	Teacher´s scaffolding	"Fácil porque la miss me explicó y entendí" (open-ended questionnaire after SAM3 Ss#11) "Unicamente necesite ayuda de la miss cuando no entendía algo de internet" (Open-ended questionnaire after SAM3 Ss#6)	15
	S.M.A.R.T. Goals.	"fue facil para aprender con mis metas" (Online questionnaire after SAM4) "Facil,porque nosotros mismos creamos nuestras metas con nuestras propias palabras" (Online questionnaire after SAM4)	10
	Self-assessment strategy	"Si, porque yo trabajo más rápido que mis otros compañeros y con otra persona me demoraría más" (Open-Ended questionnaire after SAM 1, Ss#12) "Si pues yo puedo sentirme independiente" (Open-ended questionnaire after SAM2 Ss#1)	12
	Learners´ attitude	"Me parece muy fácil y chévere usar SAMs" (Open-ended questionnaires after SAM 1, Ss#8). "Si, porque estaba muy fácil seguir las actividades y me siento entusiasmada" (Open-ended questionnaire ater SAM3 Ss#12)	12

Table 3 Open Coding

Axial Coding is the next stage to group open codes into categories. According to Creswell (2010), in this stage a central *phenomenon* is identified. In other words, axial coding refers to exploring the relationship of sub-categories that emerged from open coding and makes connections among them that lead to and indicate categories (Gibbs, 2010). For this process, a

diagram called a *coding paradigm* (Creswell, 2010, pg. 426) was used which involves the
interrelationship of causal conditions, strategies, contextual and intervening conditions and
consequences. Table 4 (Axial Coding Procedure) portrays this procedure:

Research Question	Categories	Sub-categories
To what extent does the use of Social Studies Self-Access Materials increase interpersonal oral communication among fifth grade English language learners immersed in a CLIL environment?	1. Learning oral communication and Social Studies discussion skills in the Social Studies classroom.	1.1 Learning Social Studies vocabulary
		1.2 Improvement of English Expressions use
		1.3 VOKI™ use
	2. Increasing Self-directed learning	2.1 Teacher´s scaffolding
		2.2 S.M.A.R.T. Goals.
		2.3 Self-assessment strategy
	3. Motivation	3.1 Learners´ attitude

Table 4 Coding Procedure

Finally, to complete the interpretation of qualitative analysis, *selective coding* was
conducted. Corbin and Strauss (1990) defined this "as the process by which all categories are
unified around a 'core' category" (pg. 14). Thus, the other categories keep a straight relationship
to the core category as conditions, strategies, or consequences, in order to support that category
and build a theory with that interpretation. Additionally, the core category portrays the
phenomenon under study well and addresses the research question. Therefore, the core category
that emerged from this three-step approach is: "Increasing English oral communication in the
Social Studies class by the application of CLIL Self-Access Material strategy".

The following section will explain the findings that emerged from the interpretation of quantitative and qualitative data sources.

Findings

The core category "Increasing English oral communication in the Social Studies class by the application of CLIL Self-Access Material strategy" has three main supporting categories that answer the research question *To what extent does the use of Social Studies Self-Access Materials increase interpersonal communication among fifth grade English language learners immersed in a CLIL environment?*

Learning oral communication and Social Studies discussion skills in the Social Studies classroom

Learners´ oral communication and Social Studies skills increased through the implementation of SAMs. First of all, the use of VOKI™ in the four SAMs promoted and supported English oral communication improvement by fifth graders because it allowed learners to practice not only how to express themselves, but also how to pronounce new vocabulary and to build confidence with their speeches. Secondly, the development of SAMs´ tasks helped learners to identify new content vocabulary and concepts and how they can be expressed in a whole-class discussion activity.

Moreover, it was demonstrated that learners´ oral communication overall performance increased positively along the three whole-class discussion tasks held at different times during the pedagogical implementation. The teacher´s journal excerpt below shows that after the development of SAMs tasks, learners increased their participation in whole-class discussions and the quality of their speeches.

> Student 6 has shown advance in his participation, he participated 3 times during the discussion, and he tried to do his best to speak coherently because he is a student that often is reluctant with the English class. His advance was observed in the advance of the platform, the vocabulary he used and the English expressions he uttered when he talked in the discussion.
>
> *Extract from teacher's journal.*

Increasing Self-directed learning

SAMs offer a set of tools that foster fifth graders in becoming more self-directed in their learning process. According to Brockett and Hiemstra (1991), SDL is the process through which learners assume primary responsibility for learning through planning, evaluating and monitoring their learning while teachers serve as facilitators. Therefore, SAMs can be valuable components for enhancing Self-Access Language Learning (SALL) in the academic context, because it has a set of characteristics (Cotteral & Reinders, 2001, see chapter 2) that help learners to be autonomous.

SAMs provide learners with learning facilities that encourage them to pursue their own goals according their learning style, level and pace of learning, and in that way encourage learners to self-monitor their learning process. During the implementation, students felt comfortable with setting S.M.A.R.T. goals for their learning process; the fifth graders reported the benefit of having their own goal to envision and guide their learning. The excerpts below support this finding.

> **¿Crear Objetivos para guiar su propio aprendizaje fue difícil o fácil?**
>
> "Fácil, porque nosotros mismos creamos nuestras propias palabras"
>
> "fue fácil para aprender con mis metas"
>
> *(Taken from the questionnaire- Perceptions on SAMs in acquiring content administered at the end of the fourth SAM)*

…Then, when learners watched the video about goal setting they made some inferences about the importance of having goals set, such as: "Miss, it is important because the goals are our objectives"; "it is important because is like in Spanish la meta a la que queremos llegar"; "It is important to know what is the objective" "Miss, my goal can be different of my friend´s goal ".

Exemplifying goal setting for them was useful for clarifying their ideas about the new learning strategy.

(Taken from teacher´s journal)

SAM is identified as a bridge between the language instruction and the real world where the language is used as a means of communication. For instance, the tasks uploaded in the SAMs were related to the Colombian social context where learners are immersed in. The following excerpt illustrates one of those tasks:
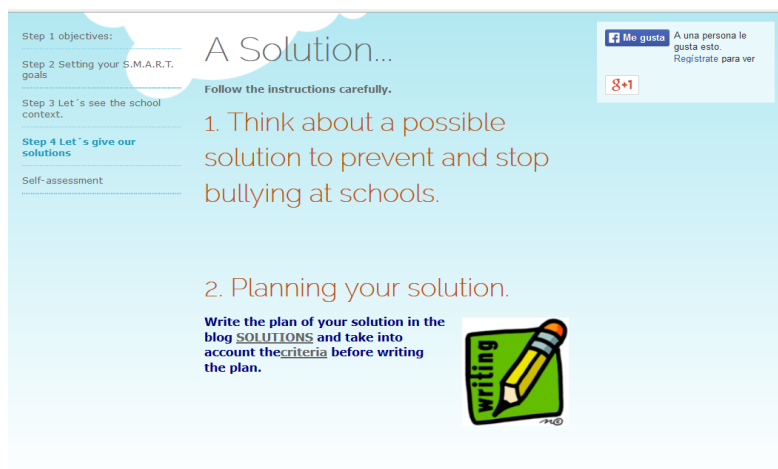
Illustration 1 Contextualization of learners.

Furthermore, SAMs promote learning autonomy and self-directed learning without the teacher-directed instruction method. Likewise, this characteristic was positively evidenced in learners´ perception regarding the completion of SAMs by themselves and with little or no help from teacher. The excerpts below depict various learners´ perceptions regarding this specific benefit of SAMs.

> **¿Te sentiste cómodo haciendo la actividad solo?** *(Taken from Behavioral and Attitudinal questionnaire after the development of SAM1, SAM2 and SAM3)*
>
> "Sí, porque nadie me interrumpió" *(student # 1)*
>
> "Sí, porque con otro compañero me hubiera demorado mucho" *(Student #12)*
>
> "Sí, porque me concentraba mucho mejor en mi casa" *(Student # 5)*

> **Do you like the way you are practicing and learning English Expressions and Social Studies topics?** *(Taken from Behavioral and Attitudinal questionnaire after development of SAM 3)*
>
> "Si, porque me sentí independiente haciendo las actividades." *(Student # 3)*

Considering results and interpretations, *scaffolding* became a necessary tool for improving self-directed learning throughout the four CLIL SAMs administered to the participants. As a facilitator, the teacher´s role is to empower learners to direct their own learning process; thus it is essential that teachers provide scaffolding to help students develop the skills necessary for self-direction. Gibbons stated that teaching SDL requires a full professional repertoire of instructions, including training, coaching, guiding and counseling skills (2002, pg. 3). The excerpts below highlight how learners and the teacher reflected positively on the teachers´ guidance and support for achieving the goals set at the beginning of the implementation of the whole virtual platform and at the beginning of each SAM.

> Learners kept working on step 3 and they enjoyed the activity. In that step they had to watch videos about discrimination and they have to record their definition of discrimination by means of VOKI. I observed carefully this step because they had to explore the website, they had to watch the tutorial about voki usage and they had to record their own Vokis. I said to my learners that they had to do it by themselves, so they were surprised, because they were accustomed of teachers´ instructions and approvals all the time.
>
> *(Taken from teacher´s journal)*

¿Las instrucciones fueron claras a lo largo de la plataforma? ¿Cómo te sentiste con la ayuda del docente?
"Algunas instrucciones no fueron tan claras pero la miss me explicó por correo cómo debía entrar y buscar las ayudas en la página y pude aprender y hacer las actividades." *(Taken from: open-ended items questionnaire after the development of SAM3).*

Unexpected Finding: Motivation

In the Behavioral and Attitudinal questionnaires, learners expressed their enjoyment in using web 2.0 tools in the Social Studies class. Additionally, the teacher-researcher noted this learners´ like in the teacher´s journal. VOKI™ was the virtual element that learners liked the most because they were able to practice English orally in an interactive and appealing way. Therefore, all fifth graders developed the VOKI™ tasks, even the ones that did not participate in the oral discussions. Therefore, motivational factors can influence learners´ use of the SAM.

This present chapter has described the interpretation and analysis of the data, as well as its results. Considering those processes carried out in this chapter, a core category and three subcategories have emerged in order to answer the research question.

The next chapter will present the conclusions of this research project carried out at Liceo Catolico Campestre. Pedagogical implications of the findings, limitations of the study and further research to keep investigating this issue will be examined and described.

Chapter Six: Conclusions and Pedagogical Implications

This chapter frames the data results, analysis, and findings, as well as their significance for English language teacher researchers and for the Colombian academic community. Additionally, it describes the limitations of this study to have better future research performance in this field. Furthermore, recommendations for further research regarding the use of SAMs for improving English language and content skills will be presented.

Considering the research results interpretations, the use of CLIL SAMs for a bilingual context, in this case for a fifth grade Social Studies class, enhances students´ learning of content and language skills simultaneously, which benefits their learning process. Coyle et al. stated that including CLIL approach in the classroom "involves learners being participants in developing their potential for acquiring knowledge and skills through a process of inquiry and by using complex cognitive processes and means for problem solving… and teacher becomes the facilitator" (2010, p. 6). Likewise, fifth graders through the application of SAMs were able to participate successfully in whole-class discussion tasks using English expressions and Social Studies skills simultaneously.

Moreover, Self-Access Material played an important role in fifth grade learners´ performance in becoming self-directed because this strategy "...provides facilities which allow learners to pursue their own goals and interests while accommodating individual differences in learning style, level and pace of learning" (Cotterall & Reinders, 2001). Thus, learners understood the value of setting their own goals and the responsibility they have on their on learning process.

Pedagogical Implications

The results and findings gained in this research project had a positive impact on the participants and the school community where the investigation took place. Then, learners became more aware of the importance of being responsible for their own learning process, and the multiple tools and strategies they can use for improving their knowledge and for being a future self-directed learner, without the continuous teacher´s approval and exact instruction. Additionally, students learnt the usefulness of using online speaking avatars such as VOKI™ to rehearse oral communication in English language and self-assess their oral production.

In addition, learners concluded that Self-Access Material is a positive way to both, learn oral communication for whole-class discussion tasks independently and to learn beyond the notebooks, the teacher-centered class, and with the support of technology for discovering new and fun ways of understanding the world. Therefore, learners fostered their technological skills throughout the development of SAMs. With the use of CLIL SAMs learners identified of how Social Studies knowledge and English language knowledge could be taught as a complement in a single subject rather than be taught separately.

Furthermore, the findings of this research study are important for the teacher-researcher because learners increased their performance not only in social studies class, but also in their use of the self-directed learning strategy. The implementation of CLIL SAMs to increase interpersonal oral communication for whole-class discussion tasks allowed the researcher to identify the benefits of using self-access materials with learners in order to foster self-directed learning among primary aged learners. Additionally, teacher-researcher discovered that by including CLIL approach in the Social Studies class, learners fostered cognitive skills in terms of target language and content language simultaneously.

Another benefit of this research project is that SAMs provide the means for the teacher to scaffold students´ learning process. That empowers me to look for alternative ways to guide learners to build and share knowledge. Therefore, SAMs serve as a pertinent strategy to foster scaffolding, due to the fact that the virtual platform demands designers to accomplish using a set of characteristics that provide variety of learning opportunities for learners.

Comparing this study results to previous studies cited in chapter 2 (see State of the Art) it is worth mentioning that: Zorro´s et al. research project (2005) stated that through the use of autonomous strategies and materials learners improved autonomy for their learning process.

Similarly, in this research project learners increased their self-directed learning skills by working on SAMs, since most of them had acquired self-monitoring, self-planning and self-assessing strategies to be responsible of their own learning process. In Otto´s investigation (2005) he stated that through the use of Interactive Multi Media (IMM) devices used in language classroom teacher changed his/her role of instructor and become agent of change where teacher assists in developing self-help learning techniques, activities and facilities. Besides Otto´s study, Rojas´ study (2007) argued that implementing web 2.0 tools promotes self-directed learning and develops computer skills in learners. Likewise, in these results the teacher´s role has changed because through the use of CLIL SAMs the teacher has to scaffold the learners in their learning process by guiding and offer them a set of learning opportunities to build and perform new skills required for this twenty-first century demands.

The last study that enlightened the preliminary stages of this research project was carried out by Gutierrez (2005). She identified that through setting a group of communicative tasks and exposing learners to those activities, learners were able to increase their oral skills for whole-class participation. Similarly, in this research project SAMs offered a variety of communicative tasks, since the use of VOKI™ to practice how to state an opinion to the whole-class discussion activities presented by teacher and developed by learners. Those communicative tasks are opportunities for learning to develop and foster better learners´ performance in terms of oral communication.

Finally, this study may have positive impact in the local educational community, especially in bilingual institutions where English and Content areas need to be articulated to elicit learners´ better performance. CLIL SAM offers schools an innovative way to strengthen bilingualism process by developing self-directed learning, technological capacities, high

cognitive skills in terms of language and content for being plurilingual citizens in multilingual societies (Coyle, et al. p. 157).

Limitations

Although the research study results were positive regarding the research question, time and quality audio-recordings were limitations. Regarding time limitation, different situations such as celebrations, schedule changes, computer lab availability and teachers´ meetings made researcher reschedule the timeline twice. In terms of quality sound, the quality of the third whole-class discussion task was poor; voices were heard with a lot of interference and background noise. Therefore, in order to prevent that situation from reoccurring, I used the English laboratory first confirming that all technological devices were working properly.

Further Research

During the implementation of this research project and the analysis of the data sources, some hypothesis emerged that could be warrant for future endeavors. Considering the positive findings regarding VOKI™ platform as a useful tool to rehearse learners´ oral production and self-monitoring, future research might be done to identify the extent of the use of VOKI™ as a tool to increase fluency in learners. Furthermore, during the findings it was also observed that many learners commented on their feelings toward SAMs and how those feelings helped them to develop the activities. Therefore, the second hypothesis that might be researched is whether or not the use of SAM increases learners motivation for learning English language.

Finally, considering the results gained from CLIL SAMs implemented for improving interpersonal oral communication in the Social Studies class, develop other content SAMs for implementing in bilingual environments could be positive and valuable. Thus, including CLIL SAMs in the schools empower learners to self-direct their learning process and use the target

language as the vehicular language for mastering high order thinking skills. Thus, teachers will

be trained to scaffold learners and change their roles regarding their instruction to foster

autonomy by learners which are the required skills in the century.

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APPPENDIX A

Strengths and Weaknesses questionnaire

What can and can't I do using English Language?

Questionnaire

Hello dear students! This short questionnaire is for you to think about what you *can and can't do* in English Language. Finish the sentences below using more than one example if you can.

In English, I am **quite** good at …	For example: reading stories.
In English, I am **fairly** good at …	
In English, I am **not so** good at…	
In English, I find it **difficult** to …	

- Think about your Social Studies Class and answer the following questions:

  o What is the most difficult activity I need to perform in class?
  _____
  _____

  o Discussion activities are easy to perform in the Social Studies Class?
  _____
  _____

  o What skills do you need to learn in order to be a better learner in the Social Studies class?
  _____
  _____

APPENDIX B

Sample of a Behavioral and Attitudinal Open-Ended Items Questionnaire.

My Journal Entry

Activity: **Bullying (SAM3)**

Date: _____

Name: _____

Reflexiona sobre el desarrollo de la actividad "Bullying". Ten en cuenta las siguientes preguntas al momento de escribir.

- ✓ ¿Fue fácil utilizar las expresiones en inglés para dar tu opinión?
- ✓ ¿Te sentiste cómodo con el desarrollo de la actividad hecha por ti mismo?
- ✓ ¿Tuviste calificaciones positivas en tu auto-evaluación?
- ✓ ¿Te gusta la forma como estas practicando y aprendiendo los temas de Inglés (expresiones en inglés) y de Sociales (discriminación)?
- ✓ ¿En qué aspectos VOKI te ayuda a participar en discusiones de mejor forma?

APPENDIX C

Online Open-Ended Items Questionnaire

Valuing and respecting the difference

Estudiantes, evaluen esta platafora virtual y sus actividades.

* Required

Valuing and respecting the difference *
¿La plataforma virtual fue facil de manejar?

Valuing and respecting the difference *
¿Las actividades que allí se presentaron fueron útiles para hacer actividades de dscusion en clase?

Valuing and respecting the difference *
¿Las instrucciones fueron claras a lo largo de la plataforma?

Valuing and respecting the difference *
¿Crear Objetivos para guiar su propio aprendizaje fue dificil o facil?

Valuing and respecting the difference *
¿Te sentiste cómodo aprendiendo con esta herramienta?

Valuing and respecting the difference *
¿Alguna sugerencia o recomendación para mejorar este espacio?

APPENDIX D

Sample of Close-ended items Questionnaire

Criteria	I can do it!	Sometimes I can do it, but I need more practice.	I need to work harder to do it better.
I can understand bullying as a type of discrimination.			
I can provide one possible solution for stopping bullying.			
I can state my opinion inside a discussion activity.			
I can ask for opinions and express my agreement or disagreement regarding a specific solution.			
I can argue my solution giving my academic and personal opinion about "stop bullying".			
I can use English expressions for participating in the final Whole-class discussion activity about Discrimination.			
I can use VOKI as a helpful tool to practice English expressions and opinions.			

APPENDIX E

APPENDIX F

Rubrics

Learners´ Performance on VOKI™: Rubric

Level Criteria	Excellent	Good	Fair	Poor
Relation to the task.	Learner followed the instructions to develop the task.	Learner followed most of the instructions presented. However, some details were missed.	Learner developed the recording process, but most of the instructions were disregarded by him/her.	Learner did not follow the instructions presented in the SAM, or he/she did not develop the activity.
Use of social studies vocabulary presented in the SAM.	Most of the vocabulary learner used in the recording was presented in the SAMs worked.	Most of the vocabulary presented in the SAMs was used by learner in the recording. However, some of the words were misused.	Some of the vocabulary presented in the SAMs was used by the learner in the recording. However, some of the words were misused in his/her speech.	Few or any vocabulary worked in the SAMs was used by learners in the recording.
Use of English expressions for whole-class discussion activities.	Learner used English expressions presented in the SAM accurately.	Learner used at least 1 English expression in his/her recording.	Learner did not use properly the English expressions worked in the SAM.	Learner did not use English expressions in his/recording.
Coherence of the ideas.	Learner expressed his/her clear viewpoints smoothly and coherently.	Learner expressed his/her viewpoints clearly. However, there were pauses and hesitations.	Learner hardly expressed his/her viewpoints. Frequently, learner did not complete the whole idea.	Learner did not express his/her viewpoints coherently. He used isolated vocabulary or he did not speak at all.
Length of their ideas.	Learner expanded his/her ideas by exemplifying and justifying his/her viewpoints.	Learner hardly expanded his/her ideas by exemplifying his/her viewpoints.	Learner expressed short ideas without exemplification.	Learner did not expand his/her ideas, or he did not express any idea.

Learners´ Performance inside Whole-Class Discussion Tasks

Level Criteria	Excellent	Good	Fair	Poor
Participation in Whole-Class discussion tasks	Learner participated frequently and accurately in the discussion presented by the teacher.	Learner sporadically and accurately intervened in the discussion activities.	Learner occasionally intervened in the discussion tasks. However, some of his/her interventions were not accurate.	Learner hardly participated or he/she did not intervene in the whole-class discussion activities.
Use of social studies vocabulary presented in the SAM	Most of the vocabulary learner used in the intervention was presented in the SAMs worked.	Most of the vocabulary presented in the SAMs was used by learner in the intervention. However, some of the words were misused.	Some of the vocabulary presented in the SAMs was used by the learner in the intervention. However, some of the words were misused in his/her speech.	Few or any vocabulary worked in the SAMs was used by learner in the intervention.
Use of English expressions for whole-class discussion activities	Learner used English expressions presented in the SAM accurately.	Learner used at least 1 English expression in his/her intervention.	Learner did not use properly the English expressions worked in the SAM.	Learner did not use English expressions in his/her intervention.
Coherence of the ideas	Learner expressed his/her clear viewpoints smoothly and coherently.	Learner expressed his/her viewpoints clearly. However, there were pauses, hesitations or asking for teacher´s help.	Learner hardly expressed his/her viewpoints. Frequently, learner did not complete the whole idea.	Learner did not express his/her viewpoints coherently. He used isolated vocabulary or he did not speak at all.
Length of their ideas.	Learner expanded his/her ideas by exemplifying and justifying his/her viewpoints.	Learner hardly expanded his/her ideas by exemplifying his/her viewpoints.	Learner expressed short ideas without exemplification.	Learner did not expand his/her ideas, or he did not express any idea.

APPENDIX G

CONSENTIMIENTO INFORMADO PARA PARTICIPAR EN ESTUDIO DE INVESTIGACIÓN DE LA UNIVERSIDAD DE LA

SANABA

Bogotá, Octubre 23 de 2013

Liceo Católico Campestre

Bogotá

Respetado Coordinador,

Jorge Alberto Corredor:

Actualmente estoy realizando una investigación titulada To what extent does the use of Social Studies Self-Access Materials increase interpersonal oral communication among fifth grade English language learners immersed in a CLIL environment? que está enfocada a mejorar la comunicación oral de los estudiantes a través del uso de materiales de auto-acceso que permitan el fortalecimiento de estrategias de aprendizaje autodigido. Es importante resaltar, que dicha investigación es mi trabajo de grado para la Maestría en Didáctica del Inglés con Énfasis en Aprendizaje Autodirigido de la Universidad de La Sabana. Adicionalmente, hago énfasis en la confidencialidad y el trato ético de la información recolectada de cada uno de los participantes de dicho proyecto.

Teniendo en cuenta lo anterior, solicito su consentimiento y colaboración para implementar en el grado 5° 8 intervenciones pedagógicas que se llevarán a cabo entre los meses de Enero 2014 y Abril del 2014. Dicho estudio implica: a) entrevistas a docentes a) resolución de dos cuestionarios por parte de los estudiantes, uno al inicio y el otro al final de la investigación; b) el desarrollo de actividades en plataformas virtuales para clase y casa que van de la mano con el desarrollo del plan de estudios de la institución; c) actividades de carácter reflexivo por parte del estudiante que se desarrollarán de forma escrita.

Firmando esta carta de consentimiento, usted acepta participar de forma voluntaria en este dicho estudio, siendo su colaboración de gran ayuda para fortalecer la investigación educativa dentro de las aulas.

Atentamente,   Acepto participar

Maribel Camacho Gacha   Nombre:

_____   _____
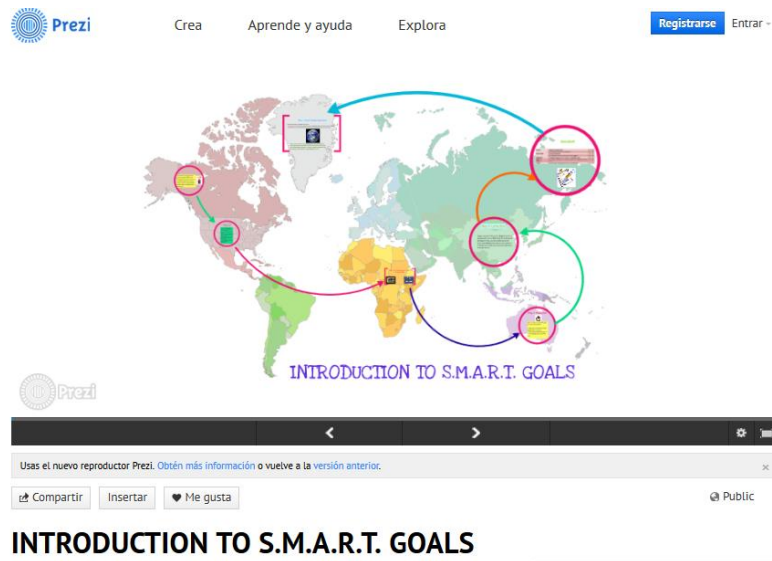
Docente Investigador   Coordinador Académico

APPENDIX H

INTRODUCTION TO S.M.A.R.T. GOALS

APPENDIX I

Structure of the Lesson Plans

Date:_____

Time:_____

Task: _____

PART I. SET LESSON GOALS

1. Genre: Conversation
2. Purpose or speaking:
3. Language level:
4. Language Goal and Assessment criteria:
    a. Goal:
    b. Assessment:

5. Learning to Learn Goal and Assessment criteria:
    a. Goal:
    b. Assessment:

II. Time frame:

III. Resources:

PART II LESSON PLAN

A. Preparation:
   1) State goals for lessons:
   2) State purpose of lesson:
   3) Activities
   4) Discuss:
   5) Elicit background knowledge
   6) Ask learners to set a goal for this lesson:
   7) Explain why goal setting is important:
        i. It helps you to orientate your learning process.
        ii. It gives you the opportunity to measure your learning process.
        iii. It engages you to be more committed with your own learning process.
   8) Discuss ways for the learner to measure his/her own goal achievement
B. Presentation
C. Practice:
D. Expansion:
E. Self-evaluation:
F. Problem-identification/Problem-solution

APPENDIX J

APPENDIX K

APPENDIX L

APPENDIX M

APPENDIX N

STOP DISCRIMINATING   DISCUSSION BLOG   HELP DESK

Click on the specific name of the blog you need to comment on.

Me gusta   A una persona le gusta esto. Regístrate para ver

g+1

Wed 05 Mar 2014

SOLUTIONS

Paste your solution here!!

**********Did you finish?***************

CLICK on the SAM you are working today to complete it.

SAM 4

read more   20 Comments

Sun 02 Mar 2014

Bullying

Bullying is a normal attitude at school, for that reason we don´t have to stop it? Do you agree, or disagree?

Record your voice in VOKI and paste the link in this blog. Remember to plan carefully your oral intervention before recording on VOKI.

read more   3 Comments

Sat 01 Mar 2014

Your opinion!

APPENDIX O

APPENDIX P

Sample of Teacher´s journal

Date March 13th

First Whole-Class Discussion activity after the development of the second SAM

During that session, learners were exposed to the first whole-class activity right after the first part of the research project implementation process. The task was about identifying what type of discriminatory behavior is presented in each of the image projected in the classroom, additionally, they had to state their insights and agree or disagree with the rest of the people. At the beginning of the exercise I exemplified with an image in order to make them aware of the importance of using the English expressions and the Social Studies vocabulary.

The discussion started, I introduced the first image and Ana started talking about it she used properly the English expressions and the Social Studies vocabulary. When she finished her intervention two other students wanted to interrupt in the discussion and give their viewpoints (Biagi and Juanita). Seven learners out of 12 were involved in the discussion activity, they stated their opinions and insights regarding the images. Although some learners hesitated too much at the moment to speak, they used a few English expressions and social studies vocabulary. Two learners use Spanish to clarify or identify the right idea they want to convey regarding the topic.

Mateo, the guy that did not do too much work in the development of the first SAM, showed with his intervention that he was doing the SAM 2 at home, because he could participate with the required vocabulary, although some interventions were interrupted by hesitations and Spanish words. Thomas, the guy who was excited with the website did not participate orally during that discussion.

Camilo Perez never participated in the class discussions, now he had three interventions during that 8-minute class activity. Most of the learners used the English expressions (elemental ones) and the social studies vocabulary.

APPENDIX Q

| | Descriptive Statistics _____ Questions | n=12 | | | | | | | | |
		Option #3 (Learners accomplished successfully the task and they feel confident with what they have learnt)	Option #2 (Learners briefly accomplished the task, but they need more practice)	Option #1 (Learners cannot accomplish the task properly)	Mean	Median	Range	Variance s2	Standard Deviations	Mode
SAM 1	I can use and understand the vocabulary presented in the first activity.	6	6	0	2.5	2.5	2-3	0.25	0.5	2
	I can define Discrimination phenomenon.	4	7	1	2.42	2.5	1-3	0.41	0.64	3
	I can classify some English expressions according to their functions.	5	4	3	2.17	2	1-3	0.64	0.8	3
Average		5	5.666666667	1.333333333						
%		42	47	11						
SAM 2	I can understand the types of discrimination behaviors presented in our society.	6	6	0	2.5	2.5	2-3	0.25	0.5	2
	I can understand the classification of the English expressions.	3	7	2	2.5	2	1-3	0.41	0.64	2
	I can use VOKI as a tool for giving my personal opinion.	7	3	2	2.5	3	1-3	0.35	0.6	3
	I can use some English expressions when I give my opinion by using VOKI.	6	6	0	2.5	2	1-3	0.39	0.62	2
Average		5.5	5.5	1						
%		46	46	8						
SAM 3	I can set up SMART goals without checking the prezi presentation.	10	2	0	2.83	3	2-3	0.14	0.37	3
	I can understand the meaning of bullying.	8	3	1	2.75	3	2-3	0.19	0.43	3
	I can identify the types of bullying and their consequences.	5	6	1	2.42	2	2-3	0.24	0.49	2
	I can write words related to bullying.	3	7	2	2.08	2	1-3	0.41	0.64	2
	I can use more than two English Expressions when I recorded my voice in VOKI.	4	6	2	2.33	2	1-3	0.39	0.62	2
Average		6	4.8	1.2						
%		50	40	10						
SAM 4	I can understand bullying as a type of discrimination.	9	3	0	2.75	3	2-3	0.19	0.43	3
	I can provide one possible solution for stopping bullying.	6	6	0	2.5	2.5	2-3	0.22	0.47	3
	I can state my opinion inside a discussion activity.	8	4	0	2.67	3	2-3	0.22	0.47	3
	I can ask for opinions and express my agreement or disagreement regarding a specific solution.	6	3	3	2.17	2	1-3	0.64	0.8	3
	I can argue my solution giving my academic and personal opinion about "stop bullying".	6	5	1	2.33	2	1-3	0.39	0.62	2
	I can use English expressions for participating in the final Whole-class discussion activity about Discrimination.	8	4	0	2.75	3	2-3	0.19	0.43	3
	I can use VOKI as a helpful tool to practice English expressions and opinions.	11	1	0	2.92	3	2-3	0.08	0.28	3
Average		7.7	3.7	0.6	2.5	2.47		0.31	0.54	3
%		64	31	5						