Neiva, 11 de septiembre, 2017

Señores

CENTRO DE INFORMACIÓN Y DOCUMENTACIÓN

UNIVERSIDAD SURCOLOMBIANA

Ciudad

El (Los) suscrito(s):

Ana Cristina Barrios Romero, con C.C. No. 1.075.250.693,

Jorge Alejandro Cabrera Ramos, con C.C. No.1.075.241.217,

Alexandra Andrade Muñoz, con C.C. No. 1.075.254.546,

autor(es) de la tesis y/o trabajo de grado titulado Developing Speaking Skills through a Virtual Learning Environment (VLE) in a 5th Grade at a Private School in an EFL Context

presentado y aprobado en el año 2017 como requisito para optar al título de

Magister en Didáctica del Inglés;

Autorizo (amos) al CENTRO DE INFORMACIÓN Y DOCUMENTACIÓN de la Universidad Surcolombiana para que con fines académicos, muestre al país y el exterior la producción intelectual de la Universidad Surcolombiana, a través de la visibilidad de su contenido de la siguiente manera:

- Los usuarios puedan consultar el contenido de este trabajo de grado en los sitios web que administra la Universidad, en bases de datos, repositorio digital, catálogos y en otros sitios web, redes y sistemas de información nacionales e internacionales “open access” y en las redes de información con las cuales tenga convenio la Institución.

- Permita la consulta, la reproducción y préstamo a los usuarios interesados en el contenido de este trabajo, para todos los usos que tengan finalidad académica, ya sea en formato Cd-Rom o digital desde internet, intranet, etc., y en general para cualquier formato conocido o por conocer, dentro de los términos establecidos en la Ley 23 de 1982, Ley 44 de 1993, Decisión Andina 351 de 1993, Decreto 460 de 1995 y demás normas generales sobre la materia.

- Continúo conservando los correspondientes derechos sin modificación o restricción alguna; puesto que de acuerdo con la legislación colombiana aplicable, el presente es un acuerdo jurídico que en ningún caso conlleva la enajenación del derecho de autor y sus conexos.

De conformidad con lo establecido en el artículo 30 de la Ley 23 de 1982 y el artículo 11 de la Decisión Andina 351 de 1993, “Los derechos morales sobre el trabajo son propiedad de los autores” , los cuales son irrenunciables, imprescriptibles, inembargables e inalienables.

EL AUTOR/ESTUDIANTE:

Firma:

EL AUTOR/ESTUDIANTE:

Firma:

EL AUTOR/ESTUDIANTE:

firma

TÍTULO COMPLETO DEL TRABAJO: Developing Speaking Skills through a Virtual Learning Environment (VLE) in a 5th Grade at a Private School in an EFL Context

AUTOR O AUTORES:

Primero y Segundo Apellido	Primero y Segundo Nombre
Barrios Romero	Ana Cristina
Cabrera Ramos	Jorge Alejandro
Andrade Muñoz	Alexandra

DIRECTOR Y CODIRECTOR TESIS:

Primero y Segundo Apellido	Primero y Segundo Nombre
Ramírez Galindo	Luz Maribel

ASESOR (ES):

Primero y Segundo Apellido	Primero y Segundo Nombre
Herrera Mosquera	Leonardo

PARA OPTAR AL TÍTULO DE: Magister en Didáctica del Ingles

FACULTAD: de Educación

PROGRAMA O POSGRADO: Maestría en Didáctica del Ingles

CIUDAD: Neiva **AÑO DE PRESENTACIÓN:** 2017 **NÚMERO DE PÁGINAS: 153**

TIPO DE ILUSTRACIONES (Marcar con una **X**)**:**

Diagramas_x__ Fotografías_x__ Grabaciones en discos___ Ilustraciones en general_x__ Grabados___ Láminas___ Litografías___ Mapas___ Música impresa___ Planos___ Retratos___ Sin ilustraciones___ Tablas o Cuadros__

SOFTWARE requerido y/o especializado para la lectura del documento:

MATERIAL ANEXO:

PREMIO O DISTINCIÓN *Meritoria*

PALABRAS CLAVES EN ESPAÑOL E INGLÉS:

Español	**Inglés**
1. Ambiente de Aprendizaje Virtual	**Virtual Learning Environment**
2. Actividades interactivas	**interactive activities**
3. habilidades del habla	**speaking skills**
4. Gramática	**Grammar**
5. Vocabulario	**Vocabulary**

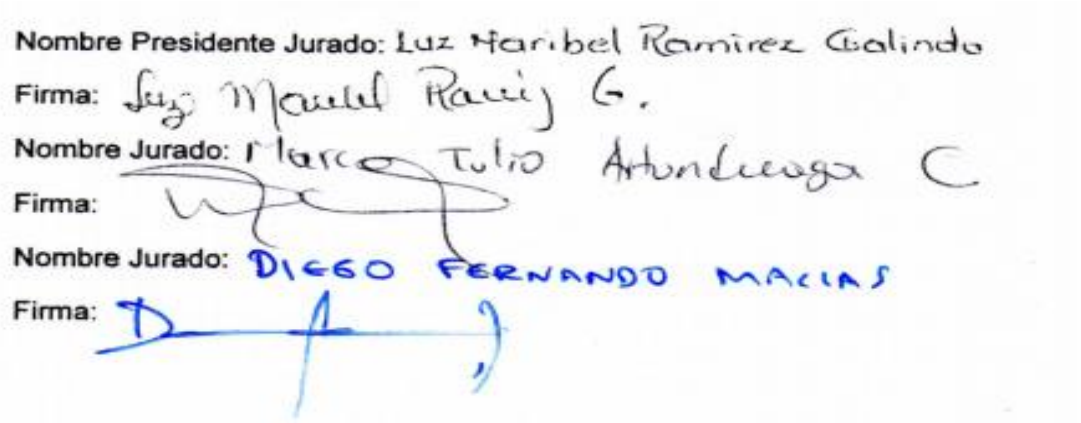
RESUMEN DEL CONTENIDO: (Máximo 250 palabras)

This research has five chapters, where chapter 1 presents an explanation of the research problem, showing the different foreign language learning problems in speaking skills presented with the participants describing the setting where the study took place. Additionally, some related studies are presented to show how they contributed to shape this research work, and the objectives that led our research. Chapter 2 introduces the main concepts of speaking and Virtual Learning Environments as the main constructs supporting them with the authors selected for this dissertation. Chapter 3 explains the methodology used in the research project. First, the type of research approach and the type of study selected are defined; second the participants and the criteria for selecting them for this research study, third the different instruments applied during the development of the project and the data collection techniques. Chapter 4 entails the development of the research stages and how data was analyzed and the categories that emerged from this analysis. Finally, chapter 5 states the findings and main conclusions of this analysis, showing the pedagogical implications as well as the limitation of the studies and further research.

ABSTRACT: (Máximo 250 palabras)

This research work was carried out in 5th grade at a private school in an EFL context. The purpose of this research was to develop speaking skills through a Virtual Learning Environment, (henceforth VLE). This study was conducted as an Action Research. The instruments administered in this research work were surveys, interviews, interactive activities in a VLE and speaking progress tests. The target group was 10 English learners whose ages ranged between 9 and 10. Activities to work on the VLE were designed to excel speaking. During implementation of online activities in a VLE, the researchers reflected on pupils' process of developing speaking skills. This research process gave an account on the effectiveness in interactive activities through a VLE students did voice recordings, self-evaluated their speaking skills, and gave feedback in their spoken mistakes. The students found that self-correcting, voice recording, debates and interviews through a VLE were the most effective way of learning that excels speaking. However, the teacher's monitoring strategy was also useful to verify student's correction process through a VLE. This research study allowed the teacher researchers to conclude that shyness in speaking was a factor that had to be tackled to help students gain confidence to speaking and should be fostered in class, therefore, students can strength pronunciation, and be aware of their errors to be improved through a VLE practice.

APROBACION DE LA TESIS



Developing Speaking Skills through a Virtual Learning Environment (VLE) in 5th Grade at a Private School in an EFL Context

Alexandra Andrade Muñoz

Jorge Alejandro Cabrera Ramos

Ana Cristina Barrios Romero

Surcolombiana University

Masters in English Didactics

Neiva, Huila

2017

Developing Speaking Skills through a Virtual Learning Environment, (VLE) in 5th Grade at a Private School in an EFL Context

Alexandra Andrade Muñoz

Jorge Alejandro Cabrera Ramos

Ana Cristina Barrios Romero

Thesis presented as a graduation requirement to obtain the M.A.degree in English Didactics

Advisor

Leonardo Herrera Mosquera

Surcolombiana University

Masters in English Didactic

Neiva, Huila

2017

Approval Note

Master with Distinction

Luz Maribel Ramirez Galindo
External Examiner's Name

Pontificia Universidad Javeriana
Institutional Affiliation

Date of Approval: September 14th , 2017

Acknowledgements

To our parents thank you for raising us to believe we can have our dreams come true. This accomplishment would not have been possible without their help, values and unconditional love.

To our beloved ones, thank you for always believing in us and supporting us throughout these years. You have always encouraged us in hard times when we needed your support.

To our best friends and all the people who were by our side during these two years, encouraging us in all good and hard times.

To our advisor, Leonardo Herrera: Thank you for your knowledge, wisdom, words of encouragement, and all the positive feedback given us throughout this process.

We thank God for providing us strength, wisdom, motivation, and firmness to persist during these years.

Abstract

This research work was carried out in 5th grade at a private school in an EFL context. The purpose of this research was to develop speaking skills through a Virtual Learning Environment, (henceforth VLE). This study was conducted as an Action Research. The instruments administered in this research work were surveys, interviews, interactive activities in a VLE and speaking progress tests. The target group was 10 English learners whose ages ranged between 9 and 10. Activities to work on the VLE were designed to excel speaking. During implementation of online activities in a VLE, the researchers reflected on pupils' process of developing speaking skills. This research process gave an account on the effectiveness in interactive activities through a VLE students did voice recordings, self-evaluated their speaking skills, and gave feedback in their spoken mistakes. The students found that self-correcting, voice recording, debates and interviews through a VLE were the most effective way of learning that excels speaking. However, the teacher's monitoring strategy was also useful to verify student's correction process through a VLE. This research study allowed the teacher researchers to conclude that shyness in speaking was a factor that had to be tackled to help students gain confidence to speaking and should be fostered in class, therefore, students can strength pronunciation, and be aware of their errors to be improved through a VLE practice.

Key words: Virtual Learning Environment, (VLE), interactive activities, and speaking skills.

Resumen

Este trabajo de investigación acción cualitativa se llevó a cabo en el grado 5° en una escuela privada en un contexto de Inglés como Lengua Extranjera. El propósito de esta investigación fue desarrollar la habilidad del habla a través de un ambiente de aprendizaje virtual (AVA). Los instrumentos administrados en este trabajo de investigación fueron encuestas, entrevistas, actividades interactivas en la plataforma virtual y un test oral de progreso. Los participantes en la investigación fueron 10 estudiantes en proceso de aprender inglés, cuyas edades oscilaron entre 9 y 10 años. Durante la realización de las actividades en la plataforma virtual, los investigadores reflexionaron sobre el desarrollo la habilidad oral de los estudiantes. Este proceso de investigación dio cuenta sobre la eficacia en actividades interactivas a través de una plataforma virtual donde los estudiantes hicieron grabaciones de voz, auto-evaluación de su habilidad oral y su retroalimentación de los errores cometidos al hablar. Los estudiantes encontraron que la auto-corrección, grabación de voz, debates y entrevistas a través de la plataforma virtual eran la forma más efectiva para desarrollar la habilidad oral. Sin embargo, la estrategia de supervisión por parte del profesor también es útil para verificar el proceso de corrección del estudiante a través de la plataforma virtual. Este estudio permitió a los docentes investigadores concluir que la timidez al hablar era un factor que tenían que ser abordado para ayudar a los estudiantes a adquirir confianza al hablar y debe fomentarse en clase, además los estudiantes pueden fortalecer su pronunciación y ser conscientes de sus errores para ser mejorados a través de una práctica en entorno de aprendizaje virtual.

Palabras claves: Ambiente Virtual de Aprendizaje (AVA), actividades interactivas y habilidad oral.

Content

page

Acknowledgements ……4

Abstract ……. 5

Introduction ……. 12

Chapter 1. Research Problem ...……15

Statement of the Problem …...……15

Needs Analysis .……..…… 15

Related Studies ..…… 19

Setting and Rationale ...……...25

Research Question...……... 28

Objectives ..…… 28

General Objective ...….……...28

Specific Objective ……..……....28

Chapter 2. Literature Review ..…….30

Speaking ..……...…….. 30

Elements of Speaking ..…….. 34

Language Processing through Speaking .……... 35

The Notion of Teaching Speaking …….. 36

Goals of Teaching Speaking ……... 37

Principles of Teaching Speaking ...……. 38

Different factors affecting Student's EFL speaking skills ...…….. 39

The Notion and Purpose of Communicative Language Teaching, (CLT) ...…...40

Developing Speaking Activities ……....42

The Evaluation Grading Scale of Speaking Skills ……...45

Context for ICT in Fifth Grade in an EFL Environment …… 48

Useful Tools in Developing/Improving Speaking Skills with the

Help of ICT ……48

Videos ……48

Podcasts ……...49

Virtual worlds ...…….. 50

Virtual Learning environments, (VLE) for Schools……51

Chapter 3. Methodological Design ..……... 54

Research Design ..……54

Research Approach and Type of Study …….. 54

Participants ……..57

Teachers Researchers ……..58

Instruments and Data Collection Procedures ……..60

Instructional Design ……60

Instructional Stages ……63

Chapter 4. Data Analysis and Findings ..…….65

Chapter 5. Conclusions and Pedagogical Implications..……104

Limitations of the Study……111

Further Research ……...….112

References ……..113

Appendixes …… 122

List of Charts

Pag.

Chart 1. Diagnostic Speaking Test couple 1 ……... 70
Chart 2. Diagnostic Speaking Test couple 2 ……... 71
Chart 3. Field Problem that impeded the development of EFL Speaking Skills ……73
Chart 4. Field Problems and Causes ……... 77
Chart 5. Analysis of the Teacher's and Students' reflection questions..……. 86
Chart 6. Results of Speaking Test ...……89

List of images

pag.

Image 1. Sample of VLE activity 1 in the platform to excel speaking ……...79
Image 2. Sample of VLE activity 2 in the platform to excel speaking …….. 79
Image 3. Sample of VLE activity 3 in the platform to excel speaking ……...80
Image 4. Sample of VLE activity 4 in the platform to excel speaking …….. 80
Image 5. Sample of VLE activity 5 in the platform to excel speaking ……...81
Image 6. Sample of VLE activity 6 in the platform to excel speaking ……...81
Image 7. Sample of VLE activity 7 in the platform to excel speaking ……...……82
Image 8. Sample of VLE activity 8 in the platform to excel speaking …….. 82
Image 9. Sample of VLE activity 9 in the platform to excel speaking ……...83
Image 10. Sample of VLE activity 10 in the platform to excel speaking ……...83
Image 11. Sample of VLE activity 11 in the platform to excel speaking …….. 84
Image 12. The characterization of L2 Grammar ……91
Image 13. The characterization of L2 Vocabulary ……..93
Image 14. The viability of VLE ……..96

List of Appendixes

pag.
Appendix A. Letter of consent……122
Appendix B. Letter to the principal……125
Appendix C. Survey and questionnaire to Students ……..127
Appendix D. Speaking Test – Diagnostic Stage……131
Appendix E. Survey and questionnaire to English Teachers ……132
Appendix F. Interactive Activities in a VLE ……133
Appendix G. Class Observation Form ……..135
Appendix H. Speaking Test – Evaluation Stage …… 137
Appendix I. Teacher's reflection questions ……..... 138
Appendix J. Student's reflection questions ……..140
Appendix K. Transcriptions about discussion on global warming……...142
Appendix L. Transcriptions about a debate on dinosaurs ……148
Appendix M. Transcriptions from interviews ……..152
Appendix N. Picture done by students …… 155

Introduction

Mastering a foreign language implies finding a balance between formal instruction and spontaneous practise. In order to use a foreign or second language (L2) effectively, it is necessary to both comprehend and produce it fluently and accurately. Yet we do not read, listen, speak or write a L2 out of the blue. We need to bring the grammar and vocabulary learned in the classroom into real-life interactions. Besides, there should a way to find the opportunities to develop speaking skills when cultural and social practices are immersed in the interaction with others.

When the teacher wants the pupils to practice speaking most of them are afraid of being mocked about because of the mistakes they may make in class. Applying a virtual learning environment, (VLE) and interactive activities, might be a way to find productive oral activities that can be conceived as something real where the students and teachers interact in an effective way to accomplish genuine learning. Besides,Information and Communication technology (ICT) has influenced meaningfully students' behaviour toward the learning of a language in this twenty-first century. It is clearly mentioned in Rodriguez, Niño and Rojas´ (2000) research in which they found that the students can change their behaviour in the lab and they work with more enthusiasm. It has been a significant influence in this new education stage. It lets students fasten the performance of tasks and it shapes their lifestyle. People in this new era are living immersed in a technological world, in which they must be in disposition to manage, adapt and live with innovative and useful electronic and technological resources just for surviving or simply for living in better conditions.

Regarding the pursuit of the previously mentioned objective, this project wanted to improve EFL Speaking Skills at a Private School in a foreign context, which aims to apply

interactive and strategic speaking activities to make learners gain confidence when speaking, which is well known as one of the most difficult skill for students to develop in an English class.

This research followed an action research approach where pupils, English teachers, the school community and the teacher researcher were involved. This research work was developed in three stages. The first stage was conducted as a diagnosis, where a student's pre-test, survey, and an English teacher's interview were done. Secondly, an action plan was designed and conducted to apply vocabulary and grammar activities to motivate students to become risk takers in speaking. There was an evaluation conducted in the third stage, where a post test, some class observation reports made by a colleague and a survey to learners that evaluated their speaking progress through the activities done in the VLE Platform.

Information was gathered to analyse the outcomes once the intervention was developed. Because of the experience, it was observed that with an appropriate student's speaking skill training, students felt confident enough to express themselves in debates and poster sessions done in the classroom, which helped to reduce their anxiety, due to their lack of vocabulary level range and grammar. When English learners recorded their voice, and practiced speaking in debates and presentations of their artwork with some feedback from the teacher to the pupils on their speaking mistakes, they could express themselves in English more easily. Students felt more confident with their speaking skills. As consequence, the use of a VLE and interactive learning activities helped develop speaking skills, which might become a lifelong process where students can improve their oral production competence as a matter of cultural practice inside and outside the classroom.

Regarding to all the aspects considered previously, this research study is about the development of speaking through a Virtual Learning Environment, (VLE) in 5th grade at a private school in foreign context. The impact of this study is to identify students' speaking skill progress, how students increased grammar and vocabulary inventory to excel students' speaking through interactive activities in a and identify aspects that enhance students' speaking skills when using ICTs in a Virtual Learning Environment, (VLE).

This research has four chapters, chapter 1 presents an explanation of the research problem, showing the different foreign language learning problems in speaking skills presented with the participants describing the setting where the study took place. Additionally, some related studies are presented to show how they contributed to shape this research work, and the objectives that led our research. Chapter 2 introduces the main concepts of speaking and Virtual Learning Environments as the main constructs supporting them with the authors selected for this dissertation. Chapter 3 explains the methodology used in the research project. First the type of research approach and the type of study selected are defined; second the participants and the criteria for selecting them for this research study, third the different instruments applied during the development of the project and the data collection techniques. Chapter 4 entails the development of the research stages and how data was analysed and the categories that emerged from this analysis. Finally, chapter 5 states the findings and main conclusions of this analysis, showing the pedagogical implications as well as the recommendations for future studies.

Chapter 1

Research Problem

Statement of the Problem

Needs analysis. The General Education Law 115 (1994), article 21 states that one of the objectives of education should be the acquisition of speaking, reading, and comprehension skills in at least one foreign language. On the same vein, the Education Ministry of Colombia introduced the National Bilingualism Program whose purpose is to encourage Colombian Citizens to overcome cultural barriers, and learn to communicate in English effectively. The Bilingual program is focused on adapting standards from Europe to be applied in Colombia, through the adoption of the Common European Framework (CEF). It is expected that by the year 2019, this project will have been completed and adapted to the school system. In addition, it is also expected that by that time secondary school students will have reached English levels B1-B2 of the CEF.

Additionally, the Government launched Basic standards in Foreign Language Competence: English; a set of basic standards which English teachers should follow in order to guarantee the levels of proficiency the Common European Framework presents and the General Law of Education, Law 115. The Common European Framework describes, in a comprehensive manner, what language learners should learn to use the language for communication, and defines the levels of proficiency which allow learners' progress to be measured at each stage of the learning process.

Learning a foreign language implies finding a balance between formal instruction and spontaneous practise. As a consequence, fluent and accurate comprehension and production are necessary to determine how proficient is the student when interacting with

others and make his/her message clear. In other words, communication takes place when accomplishing a message exchange is missed, and the speaking skill is the gap.

We need to bring the grammar and vocabulary learned in the classroom into real-life interactions. Besides, there should a way to find the opportunities to develop speaking skills when cultural and social practices are immersed and transacted in the interaction with others.

Narrowing this situation in learning a L2 in a non-English speaking country, it was a motivation to conduct this research in a private school in Neiva- Huila. This school has a pedagogy of humanism according to their Educational Institutional Project. Students most of the time work individually, they should listen to teachers and take notes in their notebooks according to what it is on the white board. They seldom practice pair work activities where students take an active role in class. In 5^{th} grade, the English proficiency is between above average and high in reading, average in listening, and writing and very low in speaking, according to the students' academic reports written by the English teachers.

The target population showed a low speaking proficiency when they had to attend English classes to do activities where they debated or talked about a topic. That situation led the researchers apply a survey and a speaking test for 5^{th} graders, as well as a survey to the English teacher in chief to determine the teaching-learning process characteristics and identify students' weaknesses and skills in the foreign language. The English teacher expressed in the survey that speaking was the most difficult skill for learners to master and agreed that students had a low oral competence in the foreign language, according to an English exam they had taken. Students showed lack of confidence, were afraid of making mistakes, or being mocked because of their spoken mistakes in grammar and vocabulary (See appendix E).

The surveys and the oral test applied showed that students needed to increase their speaking skills. They had difficulties in expressing ideas, and felt insecure when they could not communicate clearly their ideas because of their low range in vocabulary and grammar due to shyness, fear. For this, it necessary to find a strategy that could help learners gain confidence to express their opinions on a topic. It was necessary to find out some online speaking activities and i-tools that could diminish fears of debating and discussing a topic. Additionally, it was important to make students find the way to practice and work through games and use interactive activities might be part of the solution.

Finding the way to learn and develop speaking, it was needed to find how to help students work together as a team, they were not used to do learning from their mistakes, as it was their speaking skill and weaknesses, nor supporting each other to fulfil on a speaking task. According to Nunan (1996) adopting Cooperative Learning (CL) means facing a challenge and changing. In collaborative learning students are not considered as relatively passive recipients of knowledge, but rather active participants who are responsible for their own learning. Slavin (1991) states that, "Low and medium ability students benefit from observing strategies of high ability students" (p.76). Teachers identify students' increased self-esteem as a positive outcome of having the students work as a community.

The participants of this study were fifth graders from a private school in Neiva - Huila, who had problems when expressing their ideas and opinions in English. To carry out this action research study, some instruments were used such as: tests, interviews, video recordings, audio recording transcriptions, and students' feedback. The collected data was analysed using Glasser and Strauss (1967) grounded theory.

The problem identified in a 5th grade at a private school in Neiva, Huila was the result of a diagnostic speaking test administered by the researchers. They found that

speaking was not achieved completely according to the tasks given (See appendix C). The classroom observations from the teacher researcher confirmed the students low speaking performance (see appendix G), in the debates and presentations in English. Consequently, fifth graders should have a High English level because they are entering at secondary level where they should be at B1 level established in the bilingual program followed in that private school. They are facing more demanding English Exams such PET and IELTS at the end of secondary school and this fifth grade has a lack of speaking skills that required immediate action.

The surveys indicated that students, (see appendix C), reported speaking as their weakest ability. Moreover, they had an issue that stem from their insecurity and fear of making mistakes that impeded the achievement of good results. Finally, the data collected showed that the school had a need to show the educational community accomplishments in students' English proficiency, to demonstrate that the school was qualified to have a bilingual program that could achieve C1 level by the time the students reach 11th grade. For these reasons, it was important to start looking for some strategies to engage students in more meaningful tasks to empower their speaking skill. Thus, it was needed to determine the way a VLE could contribute to this goal.

Related Studies

El-Hmoudova (2015) identified that a group of 223 bachelor students of Tourism Management do vary in their preference for learning styles with a great variety of learning style preferences. In the attempt to reflect the new revolutionary changes in educational processes, the researcher decided to convert the traditional paper –based preparation and study materials into the computer - based modules containing exercises and assessment tests of second language proficiency in Professional English language courses at the

Department of Applied Linguistics, Faculty of Informatics and Management, University of Hradec Kralove. The findings proved that students highly appreciate and prioritize the innovated study materials in Blackboard. For this research, it was important to considered student's learning styles in order to design the online activities to excel speaking in a VLE.

Ching Yang and Chen (2007) focused on the perceptions of different students regarding the integration of internet tools in English Language Learning. The subjects were 44 10th-grade male students and their teacher who together joined a technology-enhanced language learning (TELL) project in Taiwan. The study required both qualitative and quantitative analyses. It was done using interviews, questionnaires, self-evaluation, etc. The students liked and approved of learning English using the Internet, but had differing opinions about its benefits. The results of this case study could help EFL teachers create better learning environments regarding classroom management, assessment and curriculum design. Moreover, the authors argue that it is important to make students aware that learning English through multimedia technology demands new learning strategies and that self-directed learning may also be a useful first step. For this study, this researched contributed to consider a way to assess students in their development of speaking and how to manage classroom management because it was going to be conducted in a different place as it was the computers lab at school for the development of speaking with a VLE.

Xu, et al. (2011) examined the effects of writing for digital storytelling on writing self-efficacy and on flow in the virtual world of Second Life. In this study, one of the groups created their digital stories in Second Life, and the other group created their digital stories off-line with Windows Movie Maker. The participants were sixty-four undergraduate university students in South Korea. Through statistical analysis, they concluded that digital storytelling in Second Life is more effective than digital storytelling

off-line. Writing self-efficacy and flow can be improved through actively engaging in writing for digital storytelling in a virtual-reality learning environment similar to Second Life. For this research, this study contributed to think of the way to develop student's speaking, as a productive skill through a VLE.

Yi-Cheng et al. (2013) examined the factors that influence students' satisfaction with the use of web-based language learning systems (WBLL), and the causes and effects of such a virtual learning environment. This study used a cross-sectional survey of 306 college students. The empirical data collected were analysed using the partial least squares (PLS) method. The findings demonstrated that college students show positive incline towards the use of the web-based language learning system for EFL courses and signify a possible benefit. Besides, the integration of internet technology and language learning curriculum has changed the focus from teacher-centred classrooms to student-centred environments. For this research, it was important to consider how to design the interactive activities that had to be student-centred rather than teacher-centred approach.

Songkram (2015) studied an e–learning system in VLE to develop creative thinking for learners in higher education. This qualitative research study explored an e–learning system built up from theories, principals and research in educational background and then it was tested with thirty undergraduate students in Social Sciences and Humanities disciplines. For the qualitative data, they were collected by attitude questionnaire. A t-test comparison of post-test and pre-test of the sample group showed statistically significant difference at.05 level in creative thinking and the sample group revealed that they were satisfied with the e–learning system in VLE to develop creative thinking for learners in higher education. This study contributed to guide this research in how to evaluate student's speaking performance.

Al-jafar (2004) investigated whether there were significant differences between EFL freshman students exposed to traditional in-class writing instruction depending on the textbook only, and those exposed to a combination of traditional in-class writing instruction and web-based instruction in their writing achievement. A total of 113 EFL female freshman students in two intact groups participated in the study. Both studied the same writing textbook for 12 weeks. In addition, experimental students received online instruction in which they posted their own threads, short paragraphs, stories or poems on the discussion board. The results demonstrated that the use of web based instruction as a supplement to traditional in-class writing instruction was significantly more effective than writing instruction depending on the textbook alone. Web-based instruction proved to be an important factor in enhancing the writing quality of unskilled, low ability EFL students and resulted in a significant improvement in their post-test (achievement test) scores. This study contributed to this research to design and blended learning classroom approach due to the fact that some activities were done in the classroom and the others were in the computers lab via interactive activities.

Although some studies have indicated that Virtual Learning Environments and web based instruction are beneficial for learning English as a foreign language, little attention has been given to the effect they have in developing speaking through a VLE in a foreign context, and there is some research related to it in Colombia so far. Databases and journals such as Sciencedirect, Colombian Applied Linguistics Journal, Google Scholar, Ikala, Profile, Matices, EBSCOhost and Bookfi.org were consulted to come to this conclusion.

Jermaine S. (2013) reported on the impact of the Masters in English language Teaching with an emphasis on Autonomous learning environments from the Universidad de la Sabana. The report highlighted how graduates from 12 cities from 9 departments

throughout Colombia are using Information and Communication Technologies (ICT) for English language learning in order to promote autonomy. The data that had been gathered thus far reveals that teachers are becoming much more comfortable in evaluating ICT tools in accordance with their teaching context, the strengths and opportunities of ICT tools and their consequent improvement on language teaching, while promoting the development of autonomous learners. This study contributed to the research in how to promote autonomous learning in developing speaking with a VLE.

Cuasilpud Canchala, R. (2010) reported an exploratory study carried out at a public university in Bogotá, Colombia, with two indigenous students who took a level I virtual English-course during the second term of 2008 and the first term of 2009. The aim was to analyse their attitudes towards the learning of English through the virtual modality. Interviews, observations and questionnaires were used for data collection. It was found that indigenous students felt frustrated taking a virtual English course, and that their motivation as regards the learning of this language is very low. Thus, they need to be motivated and guided along the process. At the end, some recommendations for teaching or tutoring indigenous students, learning English virtually or any of the other modalities of the English program at the university were derived. This research contributed to this research in how to identify student's acceptance of this way to learn a foreign language through the development of speaking with a VLE.

Mendieta (2012) reported an innovative idea which is increasingly gaining attention is the infusion of technology into face-to-face language curricular programs. Nonetheless, although "the approach of blending Computer-assisted Language Learning (CALL) applications with face-to-face teaching and learning is as old as CALL itself" (Neumeier, 2005, p. 163), CALL as a field still lacks qualitative research on blended learning. There is

insufficient information about teachers' perceptions and the roles they play in these mixed environments, and without an understanding of these features, it is difficult to create new and effective models (Grgurovic, 2010). Research has been conducted comparing learning outcomes in traditional and blended foreign language classes, yet the various sociocultural (external) and psychological (internal) aspects that mediate teachers' and learners' transition from face-to-face to online learning, seem to go unexamined (White, 2006). Throughout this paper, therefore, I review literature on the infusion of technology into the curriculum, specifically in relation to blended learning, so as to a) illustrate teachers' views about blended leaning and their transition from face-to-face to blended/online instruction; and b) discuss ways in which future research might provide an alternative understanding of how language teachers manage the new-work order established by the online learning component present in blended programs. This study was important to the researchers because they could see student's attitude and the role they played in this type of learning a foreign language.

Bedoya (2014) explored how a group of graduate students manifested autonomy in an English as a Foreign Language virtual course at a Colombian university. Analysis of questionnaires, forums, and interviews showed that students manifested attitudes that led to autonomy such as motivation and commitment at the beginning of the course, but they also manifested high levels of dependence and lack of self-confidence. Later, they became more confident and performed more independently, two attitudes closely-related to autonomy. Furthermore, the results show that factors such as course design, the platform, and the teacher's role influenced the students' exercise of autonomy. Finally, the need for designing virtual English as a Foreign Language courses that promote autonomous learning and the teachers' and the students' roles in virtual environments are discussed. It contributed to find

a way to motivate students develop speaking reducing fears and stress when interacting with others.

Considering the importance of increasing speaking skill for this research study, there are some projects that followed this objective. The first one was called "Developing Oral Production in Eleventh Grade Students through Cooperative Learning, using Jigsaw Activities at a Public School in Neiva**",** by Cubillos and Escobar (2011), in which they found that not only speaking but other skills in eleventh graders were poor due to the lack of vocabulary, grammar, and the anxiety that the speaking English produces; the researchers applied cooperative learning strategies getting good results. Cubillos and Escobar stated that

This research ratifies the benefits that cooperative learning has not only in the improvement of the students' oral production, but also in the progress of listening, reading and writing skills, as well as in the improvement of their linguistic skills (p.87).

The second one was called "Overcoming Fears of Speaking in English through Meaningful Activities: A Study with Teenagers" by Buitrago and Ayala (2008). The researchers "wanted to promote oral communication in English by reducing the language anxiety and nervousness in the classroom created by the insecurity of being teased for making mistakes. They also applied cooperative learning and found that oral production activities must be conceived as something real where the students and teachers interact in an effective way to accomplish genuine learning.

Pursuing the same objective as the previous mentioned related studies, this project also wants to develop speaking at a private school in a foreign context, which is aimed at applying some interactive activities with a VLE to excel speaking, an ability that is well

known as one of the most difficult skill for students to develop in classes in non-English speaking context as it is our local one.

Regarding this project, some constructs are drawn from a virtual learning environment to develop speaking. This theoretical framework is built with the purpose of framing the action and making it coherent in terms of evaluation and type of activities. The first part aims at discussing the main points related to speaking concepts, then the inclusion of information and communication Tools (ICT) in developing/improving speaking skills with Virtual Learning Environments for Schools.

Setting and Rationale

This research study analysed the relationship between VLE, interactive learning activities and the development of speaking skills in English in a foreign context in Neiva-Huila. It was conducted at a Private school opened in 1996. It is a co-educational bilingual school, and has three sections: preschool, elementary and middle school. The school day begins in the morning at 6:30 and finishes at 11:30 a.m. There are 1.050 students, 20 full time teachers and 30 part-time teachers.

This private school in Neiva provides English instruction in Language Arts and Science in elementary school, plus 10- hour class instructions per grade from first to eleventh grade to learn English. It offers a bilingual education program modelled on the International Standardized English Examinations. Conducting this bilingual program has been improved throughout the years. Additionally, there is a mandatory textbook which is the basis of the EFL curriculum in fifth grade.

Considering that this private school has English as its primary foreign language to taught in its curriculum, the English Department has created ways to make students practice the language in and out of the classroom. 5th graders try to use the language as a means of

communication to the school community, but they feel afraid of speaking to other people because they are not confident enough due to their shyness, lack vocabulary and fear of making mistakes. They are not aware yet to become risk takers to practice English out of the classroom.

That is why, it is important for 5th graders to get familiar with the language because it is a means of communication, where people can transmit information or messages and express their ideas and emotions through language. Language is also used to express everyone's hopes, ambitions, and thoughts. Moreover, it can serve human communication needs in all sectors, such as industry, military, business, tourism, transportation, sports, international relations, and especially in education.

Regarding this, it is necessary to improve students' performance as workers in facing future labour challenges. One of those challenges is the development of the communicative competence in one or more foreign languages, to be able to interact on an equal footing with the rest of the world. According to these new demands, today professional success will depend not just on one's discipline knowledge but on the ability to evidence a proficiency level in the English Language.

Genc (2007) states that

> In education, English has become the primary language of communication. It is spoken by millions of people all over the world. When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four 'language skills'. To achieve a good command of the language, it is important that the students master all of these language skills (p. 6).

As in any language, English consists of these four skills. Speaking is one of the basic skills that demands a level of proficiency in pronunciation (intonation, stress, and pitch), grammar, vocabulary, fluency, accuracy, comprehension and gesture improving, in order to build good communication. These elements are needed to measure the capability of students in speaking using appropriate techniques. Brown (1994) also states that speaking is a skill in producing oral language when expressing opinions and ideas.

According to the General Law 115, (1994) of Education in Colombia, most private and public schools should teach English from Elementary to Higher Education level. The English language is learned by students to achieve a high level of English that allows them to communicate their needs. To communicate well, students must have a good capability and self- confidence in speaking.

Even though English has become the world's most used language and that speaking skill promotes people's success in any professional field, Bygate (1995) claims that

Speaking deserves more attention due to its importance in students' current lives. Some factors hamper the development of oral production in English classes. For example, fear of making mistakes due to low knowledge of English vocabulary, grammar and anxiety when speaking in public. These trigger negative feelings and a lack of motivation in students' attitudes towards English (p. 78).

This study gave us contributions over the educational field in foreign language teaching in Neiva-Huila. It was a starting point to private and public schools that are also carrying out projects according to guidelines given by the National Bilingualism Program 'Colombia Bilingüe 2014-2018'. However, most of them have approached this bilingualism program in learning grammar and vocabulary. Therefore, this research provided springboards in a way to excel speaking with a Virtual Learning Environment, which is

new in our local context and difficult to explore in depth due to large numbers of students in a grade.

Considering this, speaking needs a personalised attention to every student to determine their proficiency, performance and progress in the foreign language. Nonetheless, it is the least developed because of the lack of time that require to teach and space to practice it and a curriculum to accomplish. That is why, this research also gave lights, showing us ways to gain students confidence when speaking due to the time that was considered to work on it.

It encouraged English Teachers to adapt and adopt the implementation of a VLE to improve and master speaking. Hence, this study will answer the following research question: To what extent can a Virtual Learning Environment, (VLE) impact the development of the speaking skills among 5th grade students at a private school in an EFL context?

Objectives

General Objective. To identify the impact of developing speaking skills through a Virtual Learning Environment, (VLE) in 5th grade students at a Private School in an EFL context.

Specific Objectives

- To identify students' speaking skills progress using a Virtual Learning Environment (VLE).
- To identify student's micro-skills empowerment to excel students' oral performance through interactive activities in a Virtual Learning Environment (VLE).

- To identify aspects that enhance students' speaking skills when using ICTs in a Virtual Learning Environment (VLE).

Chapter 2

Literature Review

Chapter two presents a revision of the significant concepts in Speaking and Virtual Learning Environments, (VLE). This study finds English learners need to be constantly encouraged to produce language they are learning and to be involved in an environment that help them find strategies where they can practice and use language to do develop their speaking skills. Students need an environment where they can be immersed in social interactions focused on the participants and their social needs.

After reviewing existing research studies and its implications in the educational context and pedagogical model, it is necessary to understand what speaking means and implies, as well as its development using a VLE. In this chapter, the constructs are carefully defined and connected to understand the fundamental core of this research study.

Speaking

Students often find some difficulties in mastering speaking skills. Al Ghussain (2001) shows that many complaints are being raised by teachers regarding students' low level in English language. So, it proves that English is difficult for a lot of students who can use and understand English language. Therefore, students need more opportunity to practice English and use it communicatively inside and outside the language classroom.

Nunan (2003) asserts that "speaking is the productive oral skill and it consists of producing systematic verbal utterances to convey meaning". In other words, speaking is a set of sentences and ideas produced with sense and meaning and oral production takes place when communicating ideas to others. According to Chastain (1998)

> Speaking is a productive skill which involves more than making the right sounds, choosing the right words or getting the constructions correct… It is the process of

> sharing with other people, one's knowledge, interests, attitudes, opinions or ideas that become real to him and his listener. It is the ability to say, to address, to make known, to use or can use a given language in the actual communication. So, in the light this skill, it is comprehension, pronouncing, and being fluent and accurate in using grammar and vocabulary (p. 46).

Bryne (1998) also asserted that, "speaking is a two-way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding" (p. 8). In the same respect, Nunan (2003) agrees with Bryne (1998) that "speaking is the productive oral skill and it consists of producing systematic verbal utterances to convey meaning". In other words, speaking is a set of sentences and ideas produced with sense and meaning and oral production takes place when communicating ideas to others.

Donald (2005) suggested, students need to be competent in both 'message-oriented' or transactional language and interactional language, which is language for maintaining social relationships, therefore, performance is important.

Speaking as a way of performance refers to public speaking. It is the talk which transmits information before an audience such as public announcements, and speeches. Talk as performance tends to be in the form of a monologue rather than dialogue such as giving a class report about a school trip, conducting a class debate, and giving a lecture. So, talk as performance needs to be prepared in the form of a written text (Richards, 2007). Consequently, it is very important when teachers teach English to take care in applying these functions.

In today's world, students need to use electronic tools for exchanging ideas, meeting people and interacting with other cultures. For these reasons, they start to develop speaking

skills for different audiences and today's preferred forms of communication to inform, persuade, reflect, or build communities. For Brown (1994) speaking is a skill in producing oral language. It is not only an utterance, but also a tool of communication. It means that It occurs when two or more people interact with each other aiming to maintain social relationships between them.

According to Widowson (1994), speaking is the active production skill and use of oral production. It is the capability of someone to communicate orally with others. However, speaking is also defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (p.54).

Burns & Joyce (1997) also define speaking, operationally, as the secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in each meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language. In other words, they are required to show mastery of the following competencies/ skills: 1) Linguistic competence that includes skills such as using intelligible pronunciation, following grammatical rules accurately, using a relevant, adequate and appropriate range of vocabulary. 2) Discourse competence which entails skills on structuring discourse coherently and cohesively, managing conversation and interacting effectively to keep the conversation going. 3) Pragmatic competence which is connected to skills in expressing a range of functions effectively and appropriately according to the context and register, and 4) Fluency that means speaking fluently demonstrating a

reasonable rate of speech. Therefore, a good speaker synthesizes this array of skills and knowledge to succeed in every speech act (p.58).

Nonetheless, developing speaking skills go beyond fluency. It implies what Florez (1999) highlights that the following skills underlying speaking: 1)Using grammar structures accurately; 2)Assessing characteristics of the target audience, including shared knowledge, status and power relations, or differences in perspectives; 3)Selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs; 4)Applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for the listener's comprehension; 5) Paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize the listener's comprehension and involvement. Thus, developing speaking skills is of vital importance in EFL/ESL programs. If the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place to be (Nunan, 1999 & Celce-Murcia , 2001). Therefore, for this research, it is important to find the way to connect the development of speaking with an interactive way to learn meaningfully, where technology and language competencies can be integrated. It means that, speaking can support other language skills. The interaction and practice of speaking together with language skills are an important factor in the shaping the learner's developing language (Gass & Varionis, 1994).

However, speaking is a matter of weaknesses and strengths; students often have some difficulties in mastering speaking skills due to a lack of opportunities to open the space to master speaking. Al Hosni, (2014) shows that many complaints are being raised by teachers regarding students’ low level in the English language. So, it shows that English is

difficult for a lot of students who try to use and understand the English language. Therefore, students need more opportunity to practice English and use it communicatively inside and outside the language classroom.

Elements of speaking. In developing speaking, it is very important for students to acquire the ability to express their thoughts and opinions. Consequently, this competency should be mastered by the students of language. Following this are the elements of speaking ability, or as Thordores (2001) named it language features: First of all, the connected speech**.** The effective speakers of English need to be able not only to produce individual phonemes of English, but also to use fluent connected speech. So, the teachers should involve students in oral activities designed specifically to improve their connected speech. In other words, when students have the opportunity to practice their speech, they are not only working on phonemes but constructing and connecting their ideas to express what they feel and think. Therefore, students connect their speech to a context.

The other language feature in speaking is an expressive device**.** It has to do with the alteration of speech, volume, and stress of utterances to show feeling. The use of this device contributes to the ability to convey meaning. Students should be able to organize at least some of such supra- segmental features and devices in the same way if they want to be fully effective communicators. When students learn how to express their ideas according to the context and intention, they learn they produce spoken language to ask, respond or claim or react according to its language function.

Thirdly, the other element of speaking is the lexis and grammar: Spontaneous speech is marked using a number of common lexical phrases, especially in the performance of certain language functions. Therefore, it is necessary for the teacher to give supply of certain words and language function, such as agreeing and disagreeing, surprise, and so

forth, and (d) Negotiation language**:** It is a way of getting students to practice the language by giving pairs of student's different cards, which each has one of these phrases written on them. Students then must use the language forms written on their cards to interrupt and ask some questions. For instance, when students learn a range of vocabulary they have learned how to develop a conversation because they have received the necessary elements to talk about specific topics. Therefore, these elements are highly significant for mastering speaking ability and giving students opportunities to be good communicators. Furthermore, Harmer (2001) states that the other element for speaking is mental/social processing for the speaker, but the rapid processing skill is necessary for effective speakers, such as language processing, interaction, and information processing.

Language Processing through Speaking

Developing speaking skills, it is necessary to consider elements that help students become effective speakers through social interaction. In other words, it important to understand that through language processing, speaking requires the ability to interact with others. For this, the speakers need to convey their intention to someone else; to do that, they process the words or phrases from memory to communicate with people. It helps the students to develop habits of rapid language processing.

Interaction**.** Most speaking involves interaction with one or more participant. This means that effective oral communication also involves a good deal of listening, understanding of how the other participants are feeling, and knowledge of how they take turns.

Information processing**.** It is related to the perception of someone else concerning their responses to others' feelings in using the language. Students also need to be able to process the information. Both Thordores (2001) and Harmer (2001) agree that for a

speaker, in order to be able to wage a successful fluent oral production, it is necessary to possess knowledge of the language and skill in using this knowledge. Thordores makes a distinction between knowledge of language features (skills), while Harmer distinguishes between the ability to possess information and language on the spot via mental/social processing. Thus, Thordores includes under the term language features connected speech, expressive devices, knowledge of lexis and grammar, and negotiation language. So, the learners are involved in actual interaction in the classroom. This interaction must be meaningful and involve an authentic use of language.

The Notion of Teaching Speaking

The Speaking skill should be taught and practiced in the language classroom. Because the language course truly enables the students to communicate in English, the speaking skill needs special treatment. In reality, in daily life most of time people speak more than write; for Nunan (2003), "yet many English teachers still spend the majority of class time on reading and writing practice almost ignoring speaking and listening skills" (p.76). Based on the statement above, there should be a good balance to practice the language skills in classroom. Some researchers and experts have tried to give the notion of teaching speaking, like Nunan (2003) who has clarified it as teaching English language learners to produce the English speech sounds and sound patterns; -use words and sentence stress, intonation patterns, and the rhythm of the second language; -select appropriate words and sentences according to the proper social settings, situation, and subject matter; organize their thoughts in a meaningful and logical sequence; -use language as a means of expressing values and judgments, and to be able to use the language quickly and confidently.

Teaching speaking is the way for students to express their emotions, communicative needs, interact with other persons in any situation, and influence others. For this reason, in teaching speaking skills it is necessary to have a clear understanding of what is involved in making speech and to also encourage the potential of the learners to develop their speaking skill naturally; overall, teaching speaking skills emphasizes activities which make the students active and creative.

Goals of Teaching Speaking

Speaking is a crucial part of foreign language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking, using drill repetition or the memorization of dialogues (Nunan, 1989). However, today's world requires that the goal of teaching speaking is the improvement of students' communicative skills, only in this way, can students express themselves and learn how to follow the social and cultural rules appropriately in every communicative situation. Nunan (1989) sees “mastering the art of speaking” (p. 39) as the most important aspect of learning a language, while Ur (1996) said that the most important reason for teaching speaking is developing oral fluency, which is the ability to express oneself intelligibly, reasonably, accurately, and without undue hesitation. According to Harmer (2001b), the aim of teaching speaking is training students for communication and Mabrouk (2003) supported that by saying, students should be able to make themselves understood, using their current proficiency to the fullest (p. 23); furthermore, Lawtie (2004) asserted that the success of learning language is measured in terms of the ability to carry out a conversation in the target language (p. 35). While, Al Mashharawi (2006) noted that speaking is fundamental to human communication. If the goal of teaching language is to enable students to communicate in English, then speaking

skills should be taught and practiced in the language classroom (p. 49). Abu Sharbain (2009) added that the communicative approach calls for increasing the students' talking time (STT) and decreasing the teacher's talking time (TTT). This comes as a result of providing the learners with opportunities to speak through cooperative independent activities (p. 23). Based on the previous explanation, the researcher concludes that the goal of teaching speaking skills, is communicative efficiency, for example, students should try to avoid confusion in the message due to faulty pronunciation of, grammar or vocabulary, and to observe the social and cultural rules that apply in each communicative situation.

Principles of Teaching Speaking

Achieving the previous goals, teachers should follow certain principles for teaching speaking, which may help them in designing the classroom activities and management. Nunan (2003) and Kayi (2006) suggest

> Some principles that help in teaching speaking is the difference between second and foreign language. Students should have chances to practice fluency and accuracy. Students should talk by using group-work and pair-work and limit the teachers' talk. Speaking tasks should be planned to involve negotiation of meaning. Therefore, the design of speaking activities involves guidance and practice in both transactional and interactional speaking eliciting questions such as ‘What do you mean? How did you reach that conclusion?’ to prompt students to speak more and provide them written feedback like ‘Your presentation was great. It was a good job’. I really appreciated your efforts in preparing the materials and efficient use of your tone” (p.48).

It means, that teachers should not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract the student from his or her

speech. They should use speaking activities not only in class but also out of class; contact parents and other people who can help. Finally, Teachers should circulate around the classroom to ensure that students are on the right track and to see whether they need help while they are working in groups or pairs, and teacher's speaking time in class while increasing student speaking time, and should step back and observe students.

Different Factors Affecting Student's EFL Speaking Skills

In learning speaking, there are a lot of factors that highly influence the processing of speech and that can negatively affect the acquisition of speaking ability and obstruct students' ability to speak fluently. According to Richards and Reynanda (2005), there are four factors that affect students' oral communication ability such as age or maturational constraints**:** Several experts like Scarsella, Anderson and Krashen (1990), argue that those who begin to learn a foreign language in early childhood through natural exposure achieve higher proficiency than those beginning as adults. This fact shows that the ageing process itself may affect or limit the adult learner's ability to pronounce the target language fluently; aural medium**:** Listening plays an extremely important role in the development of speaking ability. Speaking feeds listening which precedes it; so, speaking is closely related to listening which is the basic mechanism through which the rules of language internalize; socio- cultural factors: language is a form of social action because linguistic communication occurs in the context of structured interpersonal exchange and meaning is thus socially regulated. Thus, to speak a language, one must know how language is used in a social context, and affective factors**:** The affective side of a learner is probably one of the most important influences on language learning success or failure. The affective factors relating to foreign language learning are: emotion, self-esteem, empathy, anxiety, attitudes, and motivation. Scarsella, Anderson and Krashen (1990) state that these factors play an

important role in determining the success and the failure of the student in learning speaking. Learning to speak a foreign language requires more that knowing its grammatical and semantic rules. Therefore, factors affecting an EFL adult learner's oral communication skills, need to be taken into consideration by EFL teachers in order to provide guidance in developing competent speakers of English. If teachers are aware of these things, they will teach in a more appropriate way and it will help them to develop students' speaking skills.

The Notion and Purpose of Communicative Language Teaching, (CLT)

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

On one hand, communicative language teaching (CLT) aims to promote the ability to use the language for effective communication. The development of speaking skills has been awarded a particular importance in CLT. Communicative language teaching has been designed "to provide learners with opportunities for communicating in the second language" (Ellis, 1993, p. 91). In relation to communicative language teaching, Revell (1991), reminds us that 'theories of communicative competence imply that teachers must do more than just supply learners with a number of language structures to manipulate'(p. 5). Thus, "it stresses the development of the learners' communicative competence and performance" (Pattison, 1989, p. 19). As Brown (1994a) describes, it has been the philosophy of communicative language teaching (CLT) for many years to teach foreign languages through communicative approach which focuses on speaking and listening skills, on writing for specific communicative purposes, and on authentic reading texts.

On the other hand, Harmer (2001b) says that communication is the central feature in teaching and learning a language. It is between students, it creates opportunities for them to participate in the negotiation of meaning to perform a range of language functions, and to attend to both language forms and functions. Hence, the very starting point for the Communicative Language Teaching, described by Wilkins (as cited in Yalden, 1996) was how, when, and where the learner can express himself; not "what the student communicates through languages" (p. 67). This means that a great deal of emphasis is placed on "the communicative purpose(s) of a speech act" (Finocchiaro & Brumfit, 1983, p. 13). More specifically, the interest shifted from form to meaning. Thus, the CLT came to have characteristics which are explained through the following points.

Characteristics of the Communicative Approach**.** The following characteristics are outlined by Brown (1994b) as follows: First, classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence. Then, language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learners to accomplish those purposes. As a third place, Fluency and accuracy are complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy to keep learners meaningfully engaged in language use. Subsequently, in the communicative classroom, students ultimately must use the language, productively and receptively in an unrehearsed context (Brown 1994). In addition, Harmer (2001b) suggests that features of Communicative Language Teaching imply the language learning that takes place and agrees with Brown that the accuracy of the language is less important than successful achievement of the communicative task.

Developing Speaking Activities

Several methodologists and teaching specialists suggest and describe the organization of activities focused on the development of speaking skills with different names and numbers of stages. Three elementary stages have been suggested: pre-activity stage, during-activity stage, and conclusion stage, (Harmer 2001a). For the purpose of this thesis, the project adopted these three stages. Primarily, the lessons plan in the current study will be based on Harmer's (2001a) theoretical inputs related to organizing pair work and group work, which originally and as suggested, each stage includes certain areas of focus, for which didactic principles have been collected as a synthesis of several sources.

Pre-activity stage**.** The first stage, pre-activity stage, includes two focus areas- 'engage-instruct-initiate sequence' and 'grouping students'.

Engage-instruct-initiate sequence. Firstly, engagement, according to Harmer (2001a) means "making it clear that something 'new' is going to happen" (p. 59). As regards giving instructions, this involves a number of aspects that need to be considered for achieving the maximal affectivity of activities:

Dividing them into pairs or groups. Harmer (2001a) suggests four basic ways: friendship, streaming, chance, and changing groups. Firstly, Ur (1991) and Byrne (1991) assert that explaining instructions in the mother tongue is acceptable especially with classes whose knowledge of the target language is not yet of a sufficient level yet.

Secondly, there is the length of instructions. Optimal choice, according to Scrivener (1994) that is based on sequencing instructions in a sensible order, using short sentences and avoiding or separating instructions clearly from 'the other chit-chat, telling off, joking, etc. Furthermore, Gower, Phillips, and Walters (1995) propose that instructions should be

supported with visual clues such as: real objects, pictures, gestures and mime or instructions written on the cards.

Thirdly, as a part of initiation, it is most appropriate to tell students how much time they have got and exactly when the students should start the activity (Harmer, 2001b).

To sum it up, for the 'engage-instruct-initiate sequence', the researcher says that it is necessary to activate students by phrases offering a rationale for the activity together with paying a careful attention to providing instructions with a final time allocation.

During-activity stage**.** the focus is on 'the roles of the teacher that he or she can take on during activities'. Another focus area concentrates on 'providing feedback during activities'; and, finally, 'the mother tongue use'.

The teacher's role. Byrne (1991) divides the roles of the teacher according to the type of interaction activity distinguishing between fluency and accuracy activities. During fluency activities, the teacher most frequently adopts the roles of stimulator, manager and consultant. On the other hand, the roles that the teacher carries out during accuracy activities will primarily include the roles of conductor, organizer and monitor.

Providing feedback. According to Richards and Lockhart (1999) feedback on students' spoken language can be either positive or negative and may serve not only to let students know how well they have performed but also increase motivation and build a supportive climate.

Feedback after the activity. It is necessary to provide a positive feedback that is likely to motivate students and bring about some kind of improvement, along with pointing out what went wrong during the activity. Furthermore, it is not important to concentrate on who made the mistakes but rather focus on the mistakes that have been frequent among the students (Harmer, 2001b).

Stopping the activity. Before the actual process of bringing the activity to an end, however, some pairs or groups may finish earlier than others. Such extra work may include, for example, a further elaboration of the task, getting students to read their books, or asking students to get on with their homework (Ur, 1996).

Conclusion stage. This stage will include two focus areas that several methodologists, e.g. Ur (1996), Harmer (2001b), and Gower, Phillips, and Walters (1995) comment on when describing the ending phase of an activity: stopping the activity, and providing feedback after the activity.

Characteristics of Successful Speaking Activities

Sometimes spoken language is easy to perform, but in some cases, it is difficult. Munjayanah (2004) states when people want to speak fluently, sometimes they have difficulty in doing it. To carry out successful speaking, they have to accomplish some characteristics of a successful speaking activity. Ur (1996) lists some characteristics of a successful speaking activity which can be used to assess the teaching /learning as follows: when learners talk a lot**,** as much as possible in the period allocated to the activity is in fact occupied by learners' talk. This may be obvious, but often most of the time is taken up with teacher talk or pauses. When the participant is even**,** classroom discussion is not dominated by a minority of talkative participants. Everyone gets a chance to speak and contributions are fairly and evenly distributed. When motivation is high**,** learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective. When language is of an acceptable level**,** **l**earners express themselves in utterances that are relevant, easily comprehensible to each other and are of acceptable level in terms of language accuracy.

The Evaluation Grading Scale of Speaking Skills

Those who are against oral tests claim that testing speaking is the most complex task to assess with precision; it is difficult to judge utterances of the student's answers in real time, while recording is expensive and time-consuming. Many teachers often feel uncomfortable when handling speaking tests since it is often difficult to be objective and consistent when testing a large number of students. According to Wijarwadi (2008) speaking is a complex skill requiring the simultaneous use of different abilities which often develop at different rates. However, it does not mean that speaking tests cannot be measured in a correct way. Several resources explain the way to assess a speaking test and its technique. Rabab'ah (2003) said that the ability to speak is tested through an overall impression in most cases, as this way seems more practical as the teachers do not need to designate a special day or time for oral fluency exams. By observing students' interaction and participation in class activities he can judge their oral ability.

To sum up, though oral tests are difficult to design and asses; they are important in teaching practices. Based on appropriate criteria, test results describe levels of performance and provide useful information to teachers, students, parents, and others interested in understanding both the quality of the performance and how, in the future, that performance might be improved (New York State Education Department, 2000).

Hughes (2003) listed three general formats for testing speaking ability that are interview, interaction with peers, and responses to tape recording. Interview and interaction with peers are the technique that is used by the researcher to assess speaking ability. In the interaction with peers, two or more students may be asked to discuss a topic. The problem with this format is that the performance of one student may be affected by that of others. One student might dominate the conversation. Consequently, it is important to pair students

with a similar level of language proficiency. Thus, the teachers can create conditions for positive testing practices by following the suggestions provided by Hughes: As a first place, test the abilities whose development you want to encourage, secondly, ensure the test is known and understood by students and teachers. Then, base achievement tests on objectives. Formerly, sample widely and unpredictably. Finally, make testing criterion-referenced and use direct testing.

Generally, Syakur (1987 as cited in Dewi (2007) mentioned at least five components of speaking skills recognized in analyses of speech process. They are pronunciation, grammar, vocabulary, fluency (the ease and speed of the flow of the speech) and comprehension (an understanding of what both the tester and the testee are talking about or the ability to respond to speech as well as being able to initiate it.

Brown (1997) defined the five components of testing speaking skills as follows: (a) Comprehension: oral communication certainly requires a subject to respond to speech as well as to initiate it, (b) Grammar: it is needed for students to arrange a correct sentence in conversation, or the student's ability to manipulate structure and to distinguish appropriate grammatical form in making appropriate responses. The utility of grammar is also being able to learn the correct way to gain expertise in in oral and written language.

In terms of vocabulary, learners cannot communicate effectively or express their ideas either orally or in writing, if they do not have sufficient vocabulary. Hence, vocabulary means the appropriate diction which is used in communication; pronunciation: pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological processes that determine how sounds vary and the sound patterns in a language, and fluency. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency

include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

Considering all the previous aspects about speaking, learners need to be enduringly encouraged to produce language they are learning. They need to be involved in an environment that help them find strategies where they can practice and use language to do develop their speaking skills. Students need an environment where they can be immersed in social interactions focused on the participants and their social needs.

Finding the way to develop speaking skill through an enriched learning environment, this study finds a learning environment where they do not feel obliged to face and overcome many constraints and difficulties when attempting to communicate in English. This study finds its purpose to create a learning experience in foreign languages adapted to target group needs who belong to a monolingual context through the possibilities given by interactivity in i-tools that they use and experience immersive learning to create and foster a pedagogic model at a local level that can contribute to the education of bilingual students in Neiva-Huila to practice and learn a foreign language.

Regarding the development of speaking skills in this research, there are some aspects that are considered regarding the needs of the target group. Students are afraid of speaking due to mistakes they make, they have miss understandings, limited vocabulary and grammar, high hesitation and poor pronunciation that obscure meaning. Also, they are not able to apply communication strategies and their conversation is somewhat unnatural. Therefore, this research core is to find the way to link the development of speaking to the use of a VLE to reinforce and improve the English Language.

Context for Information and Communication Tools (ICT), in Fifth Grade in an EFL Environment

Information and Communication Technologies (ICT) offer teachers and children educational tools and resources in which to extend their learning environment. When they are used to support the aims, principles and objectives of the Primary and Secondary School Curriculum, these technology tools have the potential to augment and transform classroom learning and teaching.

Using Information and Communication Technology (ICT) in teaching and learning may be approached in three ways: 1). learning about ICT: teachers and children develop skills and knowledge in the potential uses of ICT to support learning. 2). learning with ICT: teachers and children use ICT resources to support the classroom curriculum and 3). Learning through ICT: teachers and children use ICT to transform the process of teaching and learning, which involves learning in new ways. The use of ICT in teaching and learning in such ways, does not follow a continuum, rather, these functions are inter-related and mutually supportive. Much of children's learning about ICT will develop as an integral part of the learning process with ICT. At the same time, it is acknowledged that learning about ICT will be necessary in order to successfully use ICT tools to support curricular objectives, and to learn in new ways. Learning through ICT, which supports the general aim of ICT use in the Primary School Curriculum, places a greater emphasis on the recognition of individual differences, and the use of varied approaches and methodologies in teaching.

Useful Tools in Developing/Improving Speaking Skills with The Help of ICT

Videos. We begin with digital videos. The use of audio with video makes the development of speaking more appealing and motivating to learners. Digital videos are a

powerful tool because they provide not only context, but also authenticity, motivation, interest and confidence, the sociolinguistic and pragmatic level of language, nonverbal features, such as gestures and body language, active involvement and participation, and real vocabulary acquisition. (Blasco, 2009).

Some of the material to develop speaking are specifically scripted for English learners, while others consist of authentic materials which have been specially selected and can be used for educational purposes by designing different types of activities. And some of them are also accompanied by language practice activities that learners can do while they watch. So, the use of videos is excellent material for post- discussion speaking activities.

Students can work together to answer questions and discuss. And they can also use the video camera and create their own videos, recording and then watching to see how they can improve their performance. They can record role plays or presentations or even include subtitles which also have the potential for language learning, such as achieving a better comprehension of the oral input, or encouraging students to think about meaning and form (Talaván, 2010).

Podcasts. They are also an invaluable tool to develop oral skills. Podcasts, also known as vlog, Vod-casts or Pod-chips if they use video, or audio-blogs if only audio is used, are audio recordings on any topic that interests you, and that can also include music. You can download them to your computer or portable listening device such as an MP3 player (Barner, 2007) and listen to or watch them whenever you want to. And learners also have the option of producing their own podcast using different platforms and tools: Podcasts can be used for a number of different things, such as talk shows, music shows, interviews, storytelling, tutorials, directions, commentaries, sportscasts, etc. And ESL podcast sites have been developed for different purposes: vocabulary and grammar topics,

idioms and slang, business English, world news and current events, limericks and jokes, songs, and poetry. And they are especially useful for practising pronunciation, stress, rhythm and intonation, and accuracy; but also, to study basic structures like phrasal verbs, past forms, modals, listening comprehension quizzes, and more (Peterson, 2010). You can subscribe to them with RSS, or Simple Syndication or Rich Site Summary, whose contents are published as a feed when new information is updated. In addition, students can listen to them as many times as they need to understand the gist (Dofs, 2013).

We can also find Text-to-Speech tools, as a different way of improving pronunciation, although these programmes are sometimes faulty in recognizing punctuation marks and usually sound like a machine.

Virtual worlds. We cannot finish this analysis without discussing about the ultimate advance in online tools that is known as virtual reality or virtual worlds, such as Second Life or Lively (from Google Labs). Second live is a 3D world where everyone you see is a real person and every place you visit is built by people just like you. These worlds offer infinite possibilities to improve and develop oral skills. Students can create and customize their own digital 3D persona, also known as an avatar and interact with other students. There is always something to do, assemble buildings, design new fashion lines or launch clubs and businesses. Learning offers endless possibilities to talk and meet people from all over the world. Learners can chat, join or create groups, attend and organize events, talk it up on the forums, etc. All these possibilities bring communication to a whole new level. Not only teachers, but also students will have to learn this new learning tool and others that will probably be developed soon, as technologies are constantly and rapidly evolving.

VLE for Schools

VLE is an online system that allows teachers to share educational materials with their pupils via the web. Examples include Moodle, Web CT, Blackboard and VLE. For a student to be able to access a 'Virtual' room as either a duplicate or extension of their physical classroom, is a clear advantage for learners and teachers alike. Every educational establishment ought to integrate a VLE into their lessons and allow it to become second nature to learners and educators outside of the classroom. However, The VLE also has different forms and Zsolt and István (2008) provide some of them: Content Management System (CMS), Learning Management System (LMS), Learning Content Management System (LCMS), Managed Learning Environment (MLE) and Learning Platform (LP). Although, the VLE has been named in different ways, Trafford and Shirota (2011) clarify that a web based platform does not substitute the role of the teacher in the learning process, it facilitates the use of authentic materials, remarkable resources, and the teacher can provide appropriate planning and training which can be relevant in the process of second language acquisition.

According to Özcan (2011), a VLE is defined as a

> System designed to support teaching and learning in an educational setting which normally works over the internet and provides a collection of tools for assessment, communication, uploading of content, return of students' work, peer assessment, administration of student groups, collecting and organizing student grades, questionnaires, tracking tools, etc. (p.15).

It is a web-based platform provides English learners with a way to practice and develop speaking skills. Nonetheless, Pimentel (1999) states that:

> Virtual Learning is seen as one that allows learners to perceive the environment, assess situations and performance, perform actions and proceed through experiences and lessons that will allow them to perform better with more experience on repetition of the same task in similar circumstances (p.64).

It refers to how learners build and follow up their own learning process in developing speaking skills through experience, observation, and reflection. English learners can build their point of view about how to learn in or out of their classroom and explore a means of non-face to face communication.

VLE is conceived as an e-learning education system that provides learners with a social space which can help them to improve their technological skills and speaking skills development. Consequently, it motivates students to become more independent and autonomous with their learning and it can bring a beneficial support when practicing and developing speaking skills through the use of communicative tools, learning strategies, self-study, collaborative learning, motivation, interaction amongst students themselves or students-teachers to reinforce and support language learning development using the technological devices as mediators.

Using a VLE could be an excellent option to develop EFL students' language skills. Soliman (2014) claims that

> E- learning is an essential tool that should be used to supplement the EFL face-to-face class. It includes various activities and resources that if used by the students and monitored by the teacher could enhance the students' language proficiency and independent learning. As the world progresses, we need to utilize technology and to synchronize ourselves with it (p.5).

Therefore, the use of the technology in the classrooms should be considered a great learning tool because it allows students to get a broader view of the world, and it can increase the contact with the target language, because through the network it is possible to find many web pages, which boost the practice of the language that learners are acquiring. Therefore, primary and **s**econdary learners will be utilizing a new learning management system, VLE (pronounced: Skool'uh-jee), which offers a platform for collaboration, communication, organization, discussion boards and a place to submit assignments. Teachers can review student work and provide feedback through the system. VLE uses a simplified navigation system and a similar layout to Facebook. It is also iPad compatible and fully integrates with Google Apps for Education. Parents now have their own user accounts to view all their children's work in one login.

Chapter 3

Methodological Design

Research Design

The design of this study focuses on identifying the impact of developing speaking through a VLE in a private school in a foreign context. It is important to say that this investigation follows the main features of action research (AR).

According to Fraenkel, Wallen & Hyun (2010) "AR focuses on getting information that will enable teachers to change conditions in a particular situation in which they are personally involved" (p.14). In addition, O'Brien (2001) defines action research as a "learning by doing where a group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again" (p. 1). This kind of research helps to have a better understanding of a situation through the implementation of a plan, which allows the development of clear insights about the process of this implementation. Moreover, AR is suitable to apply when teachers want to improve their teaching practice and overcome common problems in their situations.

Research Approach and Type of Study

This study is based on the Action Research Approach. As reported by Burns (2003) the aim of action research is to focus on overcoming a difficulty for a specific group in a specific context. Nunan (2006) also argues that this kind of research specially tries to find solutions for a specific situation or determined problem. Ferrance (2000) points out that it is a reflective process that allows for inquiry and discussion of the components of research. Through all the process there are many aspects to be discussed, there is the necessity to make some changes and to look for some solutions or ways to improve instruction and

increase students' performance. Some useful information has been analysed to know what is going on in the student population. Ferrance, (2000) affirms that "the process of action research assists educators in assessing needs, documenting the steps of inquiry, analysing data and making informed decisions that can lead to desired outcomes" (p.276). Furthermore, teaching performance is also analysed to let the teacher- researcher see in a clearer and deeper way what is happening and make some useful changes to improve.

Ferrance (2000) highlights that "this type of research is essential to examine the participants in their own educational practice systematically and carefully, using the techniques of research." (p.286). Moreover, with this approach, teachers can tackle difficult situations in a critical and practical way, as well as to experience realities and to struggle to be effective in their classrooms in such a way teachers can be more autonomous and reflective. (Jiménez, Luna & Marin de Otálora, 1993)

This Action- Research is not only meaningful for this research experience but also, it offers a practical contribution for the development at school, in the classroom, in the teachers' professional development and to the naive teachers (Muñoz, Quintero, & Munevar, 2001). In addition, this kind of project can become very meaningful for the English learning process due to the element of intervention and change that should be applied through the research's on-going process. (Cárdenas, 2000)

Kemmis and McTaggart (as cited in Jimenez, Luna & Marin de Otálora, 1993) offer a spiral model which lets one continuously apply, intervention and change if necessary ,during the process that goes in cycles (Wallace, 2000); for this reason, this research is practical and functional because it helps the authors of this experience solve the problems and improve them during the teacher- researcher performance; apart from this, action

research methodology provides a way of working and linking theory and practice into a whole: ideas-in-action. Consequently, it is a participatory and collaborative process between pupils and teacher for seeking and creating new knowledge.

Kemmis and Mc Taggart (as cited in Burns, 1999) asserts his Action Research is carried out following the stages that are applied in a sequential and meaningful way:

1. Exploration and identification**:** Exploration through the English learning-teaching process to find some important issues to be examined in more detail; selection and analyses of the most relevant missing elements and limitations of the learning-teaching process. Identification and formulation of the problem in the real context. Discussion and definition of the most appropriate proposal for this issue and selection of a suitable procedure for collecting information about the concern (surveys, reflection papers, interviews of different parts (students-teachers and class observation). This stage is explained at the beginning of the Instructional Design.

2. Planning: Collection and analysis of the information, decision about the changes necessary for solving the difficulty or missing teaching element, restate the proposal according to the results, selection of the research procedures and evaluation of the project. This stage is given throughout the stages of the Action Research. It is given in the Diagnosis stage.

3. Action based on data: Development and intervention with an action plan. Date was analysed through categories established by the instruments and techniques used according to Freeman (2002). This stage was given when the information was gathered through the Instruments and Techniques used in this research.

4. Observation and Reflection: Observation of the effects of the action plan on teaching-learning behaviour, interpretation and reflection of the results and involves the

Initiation of a second action plan making the necessary arrangements. This stage was given when the students and the teacher researcher wrote their ideas in the reflection questions to evaluate the implementation.

5. Data Analysis procedures: it was necessary to implement different instruments and techniques to get the necessary information and evidence useful data to highlight the problems and relevant situations related to the context and the necessities of this sample population; after having designed and filled out the surveys, reflection papers, tests and class observation forms, Burns, A. and Hood, Susan., (1995). This Information was analyzed through the "a priori and grounded" approaches interpreted, McDonough, J., and S. McDonough, 1997. (p. 171-188). Some findings were elicited for the establishment of the objectives and the description of the problems. This stage was given in the data analysis and findings.

6. Reporting: Writing, reporting and analysis of the information collected on the applied project. It is the result of this research.

7. Evaluation of the results: Evaluation of the whole project. This stage was given when conclusions, pedagogical implications and further research emerged as result of the data analysed and findings.

Regarding the characteristics previously mentioned, this project kept a frequent monitoring and evaluation of the process of develop speaking skills using a VLE with interactive activities in the target institution.

Participants

This research work focused on a 5^{th} grade who are enrolled at a private school in the city of Neiva-Huila, which has been leading a bilingualism program for more than 10 years.

It involved a sample group of 10 students, who were selected randomly and freely. The students are between 10 and 11 years of age and their native language was Spanish. They are pre-adolescents, between fair and average English speaking skill, according to the results from a speaking test administered in February 2016. However, the authors of this research considered the students the English teacher in chief suggested. Subsequently, according to the survey of the students, they expressed awareness of how important the English language was in their life and for the bilingual program at school.

Teacher Researchers

The authors of this research are three English Teachers who are master candidates of the Master Program in English didactics from Surcolombiana University. They determined tasks per teacher researcher, one was the teacher researcher who guided the teaching experience in developing speaking through a VLE. He planned the interactive activities and the classroom activities. The other two teacher researcher did the class observations, surveys, questionnaires and speaking tests procedures.

Instruments and Data Collection Procedures

A qualitative action research (AR) design was conducted over an eight-session period. Several qualitative instruments were designed to collect the data in this research study. It is important to clarify that instruments have been grouped into the three research stages. At the diagnostic stage instruments were administered to gain a better understanding of the problem. A survey of the English Teachers in 5^{th} grade, to students and an English-speaking test to students was used and incorporated the following.

*Survey and questionnaire to students***.** The main objective was to identify learner weaknesses in the four EFL skills and how they felt regarding to their learning process of the foreign language. It was conducted in the classroom. (see Appendix C)

Speaking test. The reason for using this tool was to measure the active oral communicative ability of 5th graders. It assesses proficiency levels in the areas of: fluency, grammatical accuracy, linguistic range, phonological control using the situation that they were given. A rubric was used to test the speaking ability. (see Appendix D)

*Survey and questionnaire to English teachers***.** The main purpose was to determine the teaching-learning process characteristics. It was conducted in the staff room. (see Appendix E)

At the implementation stage, three instruments were administered.

Interactive activities in a VLE. This instrument was designed to establish the topic, kind of group, tasks online, task and its corresponding directions to develop each part of the online activities. (see Appendix F)

Class Observation Form. This instrument was applied to identify how they felt when working with the oral communication activities. For this instrument, a colleague helped to administer it, while the teacher researcher was implementing the activities. (see Appendix G)

At the evaluation stage, the instruments administered were a speaking progress test, an interview with the students to self-evaluate the experience.

*Speaking progress test***.** This instrument was applied to check pupils' progress in speaking. (see Appendix H)

*Teacher's reflection questions***.** This instrument was applied to identify how cooperative learning helped develop students' oral communication skills. (see Appendix I)

An interview to students to self -evaluate the experience. This instrument was applied to do a self-correctness form student after the VLE platform activities as a collaborative learning activity. (see Appendix J)

Instructional Design

The pedagogical design emerged as a response to the possible traditional instruction approach in the English classroom, despite the amount of physical and technological resources available in private schools. The research design was comprised of two cycles, each one composed of two sessions, where developing speaking skills through a VLE was implemented to meet the needs of all students in a classroom. According to Valiande, Kyriakides & Koutselini (2011)

> The theory of a virtual learning environment is based mainly on the theory of social constructivism (Vygotsky, 1978) and emphasizes the active participation of students in the learning process where the construction of knowledge emerges due to the interactions of students with their environment (other students, teachers, knowledge, educational material etc) (p.3).

This interactive way of learning Bearne (1996) affirmed, "VLE can be defined as the instructive approach by which teachers modify the curriculum, their teaching methods, the educational sources used, the learning activities and the evaluation methods according to and in correspondence with students' differentiated needs, in order to maximize the learning opportunities for every student" (as cited in Valiande, Kyriakides & Koutselini 2011) (p.3). Therefore, the pedagogical intervention applied a groundbreaking, nonstop reflective procedure of teaching and learning that cannot be met by traditional lesson plans. In this case, Valiande (2010, as cited in Valiande, Kyriakides & Koutselini 2011) assures "The planning and the instructional choices of interactive activities in a VLE can be used

effectively when chosen by the teacher, according to students' needs, learning style, interests, talents and skills" (p.3).

Our main Instructional objective during the intervention was to provide equal opportunities for target population of this research to develop speaking through a VLE. This means the topics worked in this research experience was adapted according to the students' level, abilities and learning styles and the 5th grade study plan to provide many ways of learning to each student. Moreover, our specific objectives were to create a comfortable learning environment for students, and to motivate the learning of English as students increase the power of action in excelling speaking. This power was autonomy and cooperative learning because they had the space to decide what and how to learn through the interactive activities through a VLE, then they were told how their speaking progress was going to be evaluated.

Cooperative Learning has been defined by various professionals from different fields. For Johnson (2001), cooperative learning is defined as a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Artzt, and Newman (1990) define cooperative learning as small groups of learners working together as a team to solve a problem, complete a task, or accomplish a common goal. Furthermore, different researchers and academics give special characteristics and qualities to cooperative learning. Cooperative learning strategies have been shown to improve academic performance (Slavin,1990), to lead to greater motivation to learn (Garibaldi, 1979 as cited in Kagan 1988), to increase time on-task (Cohen, 1988), to improve self-esteem (Johnson and Johnson, 1989) and to lead to more positive social behaviours (Lloyd, 1988). Cooperative learning, according to another expert, promotes language acquisition by providing

comprehensible input in developmentally appropriate ways and in a supportive and motivating environment (Kagan, 1988).

Johnson, Johnson and Holubec (1993) define Cooperative Learning as "the instructional use of small groups so that students work together to maximize their own and each other's learning" (p.79). They state that there are five elements of Cooperative Learning that are present in a lesson in order to be considered so.

1. Positive Interdependence, seen as the sense of connecting with others in a way that work and efforts are mutually necessary for succeeding in a task. When working in small groups, learning of all members can be maximized by sharing knowledge and perspectives, supporting each other, and reaching common goals.

2. Individual Accountability: each person is responsible and accountable for the knowledge generated within a group during a task, so teammates must participate and work collaboratively in order to understand and be able to answer various aspects of the assignment.

3. Face-To-Face Interaction depends on positive interdependence, since the work group must recognize the other's effort to learn by helping, interacting, and encouraging. The promotion of personal relationships within the group helps to develop confidence, a sense of plurality, and collaboration.

4. Social Skills: Interpersonal abilities are quite necessary for an effective and meaningful learning. Interaction in small groups contributes to the development of social skills, such as leadership, decision-making, trust-building, communication, and conflict management.

5. Group Processing: The analysis was carried out by the group on goal achievement and working relationships, in order to propose improvements and new strategies to follow communication skills.

Instructional Stages

Before the two cycles of this action research began, there was a session where several surveys, questionnaires (students' interest, learning styles and digital competences) and speaking tests (English proficiency) were applied. These instruments were designed to obtain an integral profile of each participant based on student readiness, interest, or learning profile.

At first, the information gathered through the instruments listed above contributed to differentiate four classroom elements: content, process, products and learning environment. Every element provides opportunities for the teacher to reach out students individually and how they practice team work, because a teaching process can vary according to students' needs and create more opportunities to acquire new knowledge meaningfully.

Secondly, a speaking test was used to create a group classification based on students' proficiency and learning styles. As a result, a group of participants was selected to live the experience, who had similarities in their English level and different ways of learning. The participants had to do two activities where they practiced online activities in a VLE and in the classroom to debate or discuss a given topic. The topics were related to environment, global warming and dinosaurs. When they practiced online, an environment of cooperation was evidenced and the teacher researcher supported their learning process to excel speaking.

Thirdly, the first cycle of the action research started. In this cycle two class sessions were used to implement development of speaking through a VLE. In this case teachers plan the activities that students can do to understand the appropriate content. In addition, teachers support flexible grouping to allow dynamic classroom and a range of whole-class, pair work and individualized activities.

It is paramount to say that the whole pedagogical intervention was carried out through a VLE (Moodle platform) trying to motivate and encourage students to participate and learn while enjoying the English class. After the first cycle, there was a continuous and systematic reflection on the data in order to obtain findings related to the research problem. Then an action plan was designed to select a line of action for the next cycle (two more sessions). Finally, new data about the effects of DI through a VLE were gathered to analyse and be interpreted and elaborated a second plan of action.

Chapter 4

Data Analysis and Findings

The process of data analysis was carried out following the content analysis techniques. According to Krippendorff (1969), content analysis is "the use of replicable and valid method for making specific inferences from text to other properties of the source" (p. 103). This means that common characteristics have been identified in the data collected through the instruments. On the other hand, Fraenkel, Wallen & Hyun (2012) affirm,

> Content analysis is a technique that enables researchers to study human behaviour in an indirect way. A researcher needs to organize a large amount of material by developing appropriate categories, ratings, or scores that can be used for subsequent comparison in order to illuminate what he or she is investigating (p. 478).

In this study, the data was generated from different sources or instruments such as surveys, questionnaires, class observation notes, transcriptions of activities such as videos and recordings and speaking tests to determine the effects of developing speaking through a Virtual Learning Environment, VLE.

The transcriptions of the instruments were analysed using the software Atlas.ti and manually. The authors of this research used data through open coding which is concerned with identifying, naming, categorizing and describing phenomena found in the data. Formats were also used to identify the problem and causes of student's low level in speaking performance, which means evaluating the information from the data.

The following actions were taken. Firstly, the authors of this research work, read and re-read the date collected with them aiming to place data in meaningful ways to find some similarities, differences, something new and meaningful among them to know what

was missing or to confirm an issue with the data itself. (Burns, A. and Hood, Susan, 1995; McDonough, J., and S. McDonough,1997).

The researchers proceeded to make inferences in a systematic and objective process to obtain coding units from the instruments. This process is called triangulation and is used to validate the data. In this research study, the triangulation process was supported by the software Atals.ti (version 6.9). After deciding the coding units, it was necessary to analyse and process these codes to infer the main categories and sub-categories that would help to answer the research question. Taking into account this content analysis approach, four main categories were inferred, as shown in figure 1.

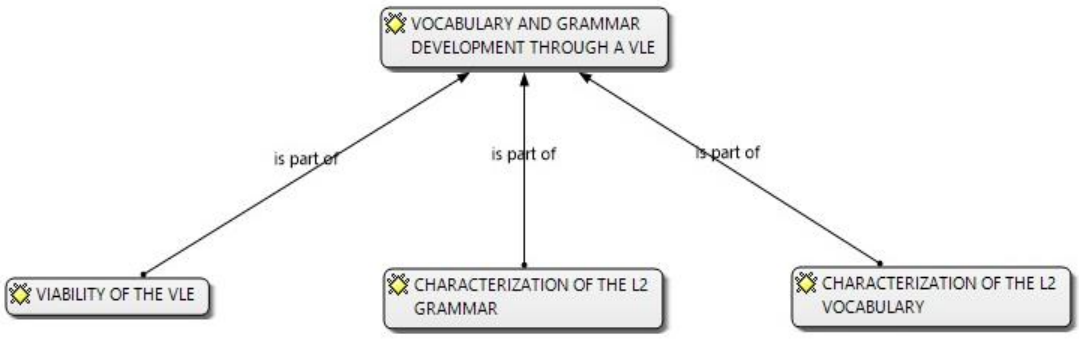


Figure 1: Atlas.ti. Main categories

The researchers have identified certain aspects that contribute to answer the research question, for that reason the results enabled us to infer four main categories in order to classify those aspects. The main categories are: Characterization of L2 grammar, Characterization of L2 vocabulary, viability of VLE, and communicative purposes. Consequently, the activities developed in class, such as debates, presentation and interviews helped evidenced students speaking development taking into students' online activities in a

VLE. Rabab'ah (2003) pointed out that the ability to speak is tested through an overall impression in most cases, as this way seems more practical as the teachers do not need to designate a special day or time for oral fluency exams. By observing students' interaction and participation in class activities he can judge their oral ability" (p.53).

To assure the school knew about the study, the teacher researchers sent a letter of consent describing to participants, the purpose and the study focus and asked for permission to develop it. The teachers-researchers guaranteed the anonymity using pseudonyms unless they wanted to waive this right. Participants were invited to participate in this study. Then I sent also letters of consent to students' parents to guarantee them of the voluntary nature of the study and of its confidentiality and anonymity. Only those who volunteered to participate and returned the signed consent letter were included in the study.

The information obtained from those instruments and techniques supplied the teacher researchers with insights to identify categories and codes. They were obtained from many points of view. They were related to the student's speaking skills in terms of the importance of speaking, difficulties with speaking, speaking development expectations, students' speaking strengths, factors that impede oral communication in the foreign language and the need for speaking.

Survey and Questionnaire to English Teachers. Regarding the survey, out of the four English Language Skills, speaking is the most difficult skill for learners to master. Students have shown strength in reading. They have been tested in grammar and vocabulary more than listening, writing and speaking. The English Teacher agreed that students must show an oral competence in the foreign language, because they present Cambridge exams and graduate with an English Exam in the 5^{th} grade closing the primary

school cycle in order to begin with junior high school level. Students have shown insecurity, fear of making mistakes, or being mocked because their spoken mistakes in grammar and vocabulary, or in being misunderstood or mispronounced.

In the questionnaire, the Teacher researcher noted that the 5th graders are generally placed between an average to low level in English language skills. However, they felt motivated to learn English and practice in speaking activities. The English Teacher said that motivation in their students is achieved when they work with interesting tasks, which are designed to exchange ideas. The English Teacher paid attention to create a relaxed and friendly environment in which students felt comfortable to use the foreign language in front of the teachers and classmates. Another strategy used was language games.

English teachers considered that increasing learners' interest, might be achieved by motivating students to develop oral communication skills. Role plays, are also another strategy to promote speaking. But they said that one of the difficulties with speaking is a lack of grammar, vocabulary, sentence construction and pronunciation. They expressed if the previous aspects were not strengthened their difficulties were a never-ending difficulty with speaking. Teachers also stated that they could group students to improve speaking by doing discussions and group-work. However, role plays and problem solving were not worked in class at all. With regards to the VLE, they have said that they had used them in class, but it was not the most common strategy to motivate students practice any of the four skills. They expressed that they did believe that e-learning could enhance pupil's oral production, but it is practiced less often in English activities.

Student's survey and questionnaire. English learners have said that speaking was the most important skill because they belong to a bilingualism program where English is the emphasis in the school's core curriculum where they had to present Cambridge exams

when ending primary school level. However, they said that grammar and vocabulary were the most emphasised in the classes, although they expressed that it could be improved by practising all the four skills. Therefore, they believed that oral communication was important. However, most of the students asked said that was a little too bit easy, the rest of the group expressed it was difficult.

In terms of autonomous learning, they said that they were not used to doing activities by themselves at home or independently in class. Therefore, they were not aware of practising, monitoring or self-evaluating their progress in English. They expressed they were dependent on what activities the teacher gave them to work with in class. Therefore, they felt insecure, they were afraid of speaking in front of the class because they were exposed to bullying due to making mistakes in sentence construction or pronunciation and a low range of vocabulary and grammar. Students were also aware that they were of average or below average levels.

Students said that speaking could be developed by doing e-games, interviews, telling stories, presentations, reports, descriptions, debates or exchanging interests in conversations. They would like to practice speaking through e-tools and e-games at home and/or in English classes.

In terms of evaluating learner's oral performance, English Teachers said that they did paper-based evaluation. They seldom practised peer or self-evaluation of any of the four skills, they evaluated grammar and vocabulary more.

Student's Speaking Test. This test was administered in 5th grade. They choose a picture that had a topic to talk about. It was important to take notes about the pupil's performance in the task. Afterwards the voice recording was transcribed. Taking into account the Speaking tests, (See appendixes K and L), for the diagnostic stage,

transcriptions were done. The left-hand column is related to the aspects considered when speaking. The numbers are related to the level where 0: nothing 1: fair 2: good 3: more than good. The teachers- researchers filled out a chart. This chart was the result of organising data after the speaking test. It came out of the teachers-researchers' creativity to read and analyse data better. Additionally, it was designed to identify clearly what learners could do in speaking.

The two charts below show information about two sample diagnostic speaking Tests of two paired students. There were eight parameters that were considered when paired students were tested in their oral communication skills. The five paired students were graded between 0 and 2 in their oral performance. The five paired students failed the four types of activities in the diagnostic speaking test.

Chart 1. Diagnostic Speaking Test Couple 1

0: nothing 1: fair 2: good 3: more than good

	Speaking Test 1. Talking about a topic.			
	0	**1**	**2**	**3**
Communicate opinions and information on everyday topics and common experiences; to do this you can answer a range of questions.	**X**			
Speak at length on a given topic using appropriate language.	**X**			
Organise ideas coherently.	**X**			
Express and justify opinion.	**X**			
Fluency and coherence	**X**			
Lexical Resource	**X**			
Grammatical range and accuracy	**X**			
Pronunciation	**X**			

Taken from transcriptions (See appendixes K and L)

Chart 2. Diagnostic Speaking Test Couple 2

	Speaking Test 1. Talking about a topic.			
	0	**1**	**2**	**3**
Communicate opinions and information on everyday topics and common experiences; to do this you can answer a range of questions.	**X**			
Speak at length on a given topic using appropriate language.	**X**			
Organise ideas coherently.	**X**			
Express and justify opinion.	**X**			
Fluency and coherence	**X**			
Lexical Resource	**X**			
Grammatical range and accuracy	**X**			
Pronunciation	**X**			

Taken from transcriptions (See appendixes K and L)

As it is shown in the sample paired students chart and transcriptions, (see appendixes K, L) done for the diagnostic speaking test, students made grammar errors, they missed coherence, syntaxes and pronunciation. Their Speech was irrelevant to topic. There was little answer, or they had fillers. They used a combination of English and Spanish. They made nonsense utterances. They had little or no communication. They produced utterances which were so brief that there was little evidence of grammar knowledge or comprehensibility. They used limited vocabulary, that were mispronounced and impeded comprehension. They felt nervous. There were moments that they kept quiet. They were unable to express their ideas. The eight paired students failed all four parts of the speaking test. Channey (1998) stated that "speaking is the process of building and sharing meaning using verbal and non- verbal symbols in a variety of contexts" (p. 13).

In this research, students missed the way to express and communicate opinions, feelings and ideas, however, in this diagnostic speaking test, learners, felt nervous and afraid to be engaged in the topic for speaking developed in the diagnostic speaking test. The students had difficulties in building and sharing meaning using verbal and non-verbal symbols, they kept quiet, it was noticed they were nervous. They used Spanish and English to be engaged in the interaction between them and the examiner. They did not understand what was asked by the examiner. Therefore, a two-way process between the speaker and the listener was seldom successful because of their insecurity. It was difficult for learners to use the language in the four situations given. Consequently, their fluency did not connect their speech. They could seldom express what they wanted to say. It was a poor interaction. They seldom exchanged information. However, they tried with Spanglish language to fill the gaps in the information required.

They understood the topic for the speaking task but they took more time than estimated. Their psychological fear affected their oral performance. They paid attention to what word should be used to be understood and how to pronounce it. They hesitated when pronouncing their words.

The following information emerged from surveys given to students, the English teacher in fifth grade and the test done by the students. In trying to identify in the English classroom field problems and causes, problems were found that might impede the development of speaking skills. This recognition helped to propose the core of this research work.

Regarding the focus of the research which is developing speaking skills through the VLE in 5th graders, the following chart shows the field problems identified, which need to be solved. Therefore, the teacher-researchers analysed and reflected upon the problems that

impede 5th graders, from expressing their ideas and opinions on a topic. This step was important, to recognise the obstacles and weaknesses concerning to the field problems identified. Chastain (1998) stated that "speaking is the process of sharing with other people, one's knowledge, interests, attitudes, opinions or ideas. These are important aspects of the process of speaking, which the speaker's ideas become real to him and his listener. In general, the speaking skill is the ability to say, to address, to make known, to use or be able to use a given language in the actual communication" (p.53).

Chart 3. Field Problems that impeded the development of EFL speaking skills.

NOTES: S: Students T: Teacher CF: Classroom Organization

No.	FIELD PROBLEM	CODE
1	The students were not confident when speaking English.	S
2	The students were afraid of making mistakes when they spoke.	S
3	The students lacked vocabulary.	S
4	The students' pronunciation was poor.	S
5	The teacher focused on teaching grammar.	T
6	The classroom activities were less varied	T
7	The method used by the teacher less likely engaged the students to speak up.	T
8	The students were less encouraged to work in groups.	S
9	The seating arrangement in the class was not conducive to hold various classroom activities.	CF
10	The teacher did not use any CITs to stimulate students to speak	T

Regarding the focus of the research, which is developing speaking skills using VLE in 5th graders, the following chart shows the field problems identified to be solved. Therefore, the teacher-researchers analysed and reflected on the causes that impeded 5th grade pupils from speaking easily and freely. This step was important in order to recognise the obstacles and weaknesses concerning the field problems identified.

Chart 4. Field Problems and Causes.

No.	FIELD PROBLEM	CAUSES
1	The students were not confident when speaking English.	The teacher did not encourage the students to speak up since the practice of speaking was rarely given.
2	The students were afraid of making mistakes when they spoke.	
3	The students lacked vocabulary.	
4	The students' pronunciation was still poor.	The teacher focused on teaching grammar so that enriching vocabulary for students was rarely given. Since many assignments were related to grammar, the activities were mostly about constructing sentences, filling gaps in the textbook and transferring them into the pupil's English Notebook.
5	The teacher focused on teaching grammar.	
6	The classroom activities were less varied, working with the activities in the textbook Super Minds 6.	
7	The method used by the teacher made it less likely to encourage the students to speak up.	The teacher believed that grammar should be improved more in order that the students could

		understand the sentences. Grammar exercises isolated rather than connected the four skills and language usage.
8	The students were less encouraged to work in groups, by being sat in rows and lines.	Most activities in class were conducted individually.
9	The seating arrangement in the class was not conducive to hold various classroom activities.	The teacher only used course book, and the white board without any other media or technological device.
10	The teacher did not use any ICTs to stimulate students to speak	

In a non-English speaking setting, as it is in 5th grade at a private school in the city of Neiva-Huila, it was evidenced that there were factors that influenced students to feel confident to speak; one of those factors that played an important role for them were connected to the affective factors. They are the emotions, self-esteem, empathy, anxiety, attitudes towards English speaking. According to Richards and Renandya (2005).

One of those factors is the motivation factors. English learners are motivated according to likes, dislikes, interests and willingness. Therefore, the motives' side of this target group might influence their EFL learning success or failure in regard with speaking skills. Based on the causes of the field problems, it requires more than

> teaching grammar and semantic rules. Therefore, EFL teachers play an important role in providing guidance to pupils in help them become competent speakers in the foreign language. Being aware of the field problems that emerged on the previous instruments used for the diagnostic stage, there must be a suitable way to help them overcome learner's affective factors to help them increase their speaking skills (p. 67).

In terms of how to encourage learners of this research to experience meaningful learning through a VLE was the strategy to be used to make students work as interactively in real and/or offline through a computer to complete a task and accomplish a common goal. This strategy led to greater motivation in students to practice English and revise how they accomplished their common task.

In the Action stage was implemented during a period of eight weeks. As observed in the table, it illustrates, a cycle of four weeks, first column, in which the first pedagogical intervention was implemented. Then, on the second column, there are the pedagogical objectives which are focused on the communicative approach and to develop the speaking subskills. The third column there are activities that were connected in developing the students' speaking sub-skills based on communicative purposes. These types of activities encouraged learners to interact and use the language in a real-life situation, through a VLE called VLE.

Table 1. Intervention activities

WEEK	OBJECTIVE	TYPE OF ACTIVITY
1	To describe their own picture about a cold place recording their voice	Picture description
2	To discuss some questions about global warming creating their own avatar and recording their voice	Questions discussions
3	To create and present a weather report from different parts of the world	Oral Presentation
4	To debate a real situation in a forum orally.	Debate
5	To create a postcard related to Jurassic park.	Sending a postcard
6	To complete the sentences by playing who want to be a millionaire	Games
7	To compare differences in two pictures.	Comparison
8	To exchange questions and answers about Jurassic age	Interview and discussion

There were four (4) speaking practices per topic chosen by learners, (students' survey). Learners logged in the platform to develop interactive activities to practice speaking tasks afterwards in class. Therefore, it took eight weeks to accomplish the tasks proposed which was intended to develop speaking through co-operative learning. Each online activity took about 50 minutes; however, the pace of the students was considered as

it took time to get on track on the speaking directions and parts planned in the classroom and VLE Platform activities. (See appendix H).

Each online practice on VLE lasted depending on the length of the speaking activities to be completed. The topics considered in this implementation were chosen according to the 5th grade syllabus and students interest evidenced in the students' survey. The teacher-researcher gave instructions to fulfil the speaking tasks. The teacher researcher used the computer's lab to develop the speaking workshops. The teacher explained the materials for the online activities on the VLE platform, and gave the instructions of the tasks or activities, to give feedback such as using a class observation form to reflect on the pupils' speaking progress.

Based on some interviews before the action, the students said that they did not understand the teacher's explanation when she spoke English all the time. Therefore, during this cycle, the researcher would use Spanish to explain some difficult aspects such as giving instructions and explaining how to develop the task materials so that they could understand.

During the action stage, the teacher-researcher explained learners the use of a VLE called VLE in the computer laboratory at school to make learning processes more understandable. Besides, the use of ICTs and e-tools could make lessons more interesting. English learners had to do a voice recording for every part, presentations, debates and art and crafts presentations.

Fifth graders were encouraged to work in pairs and groups to share the work done by their peers. The researcher grouped the students so that each group consisted of two students without taking into account their English proficiency. In 'think pair share', the students worked in creating a dialog according to the task.

The following images show the online practices in VLE platform for 5th graders throughout the implementation stage:

First Cycle

Image 1. Sample of VLE activity 1 in the platform to excel speaking

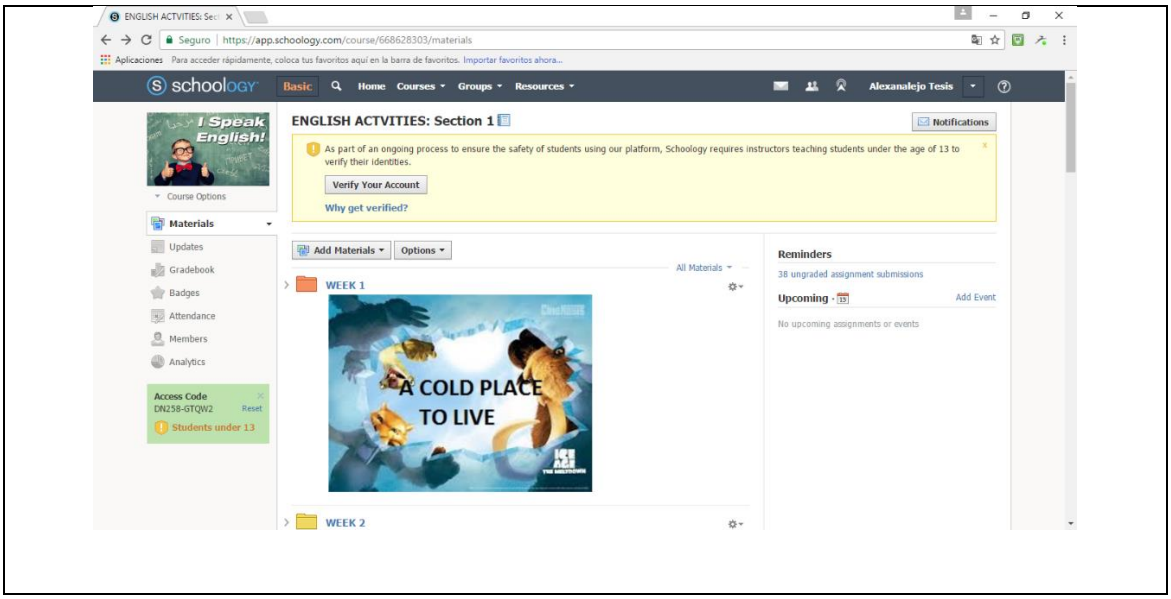


Image 2. Sample of VLE activity 2 in the platform to excel speaking

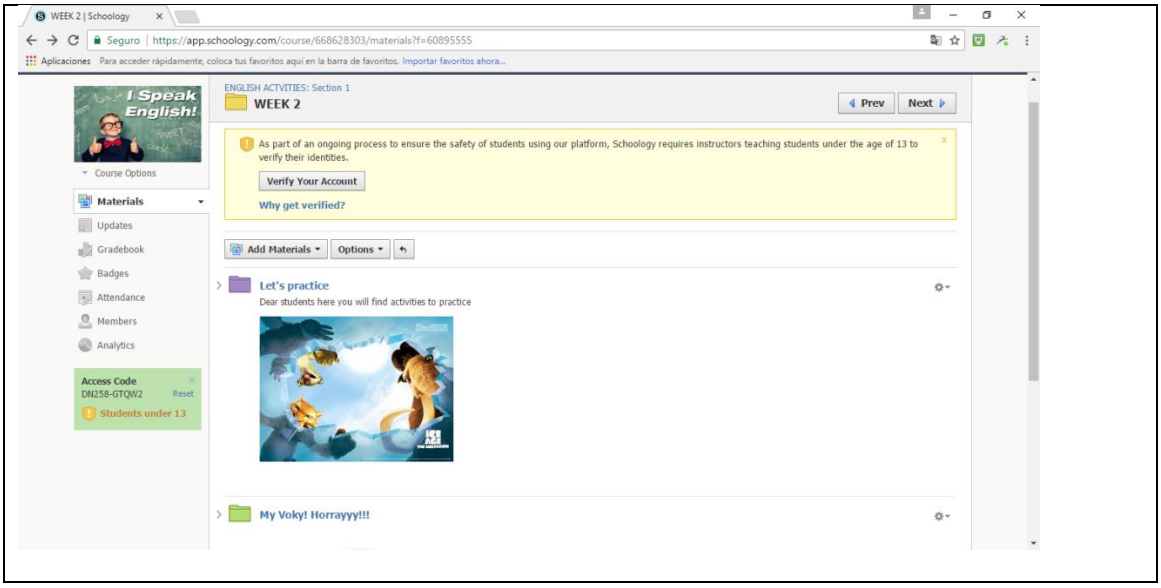
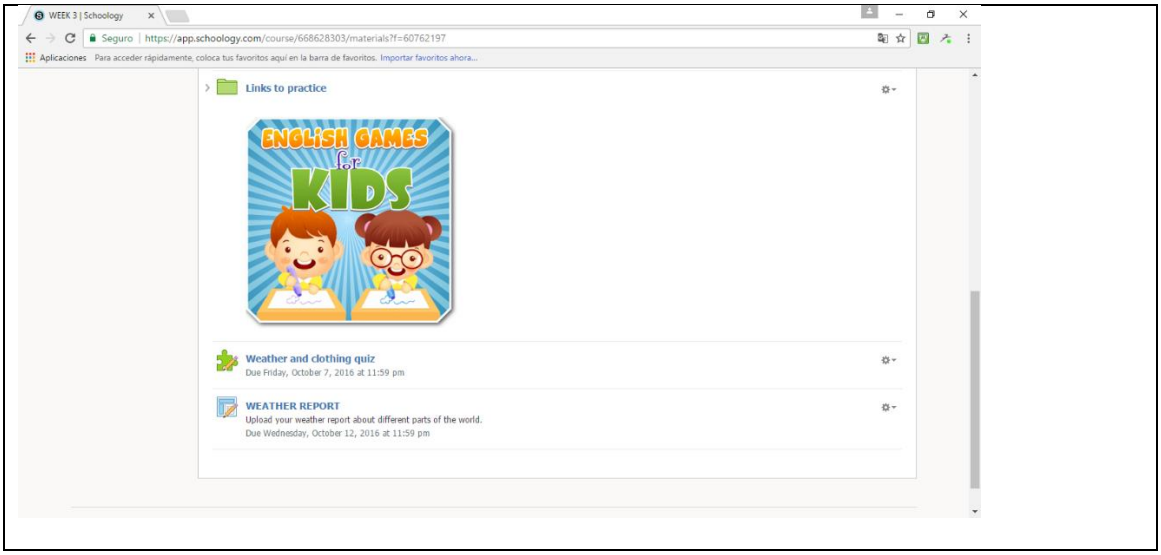


Image 3. Sample of VLE activity 3 in the platform to excel speaking

Image 4. Sample of VLE activity 4 in the platform to excel speaking



Second Cycle

Image 5. Sample of VLE activity 5 in the platform to excel speaking

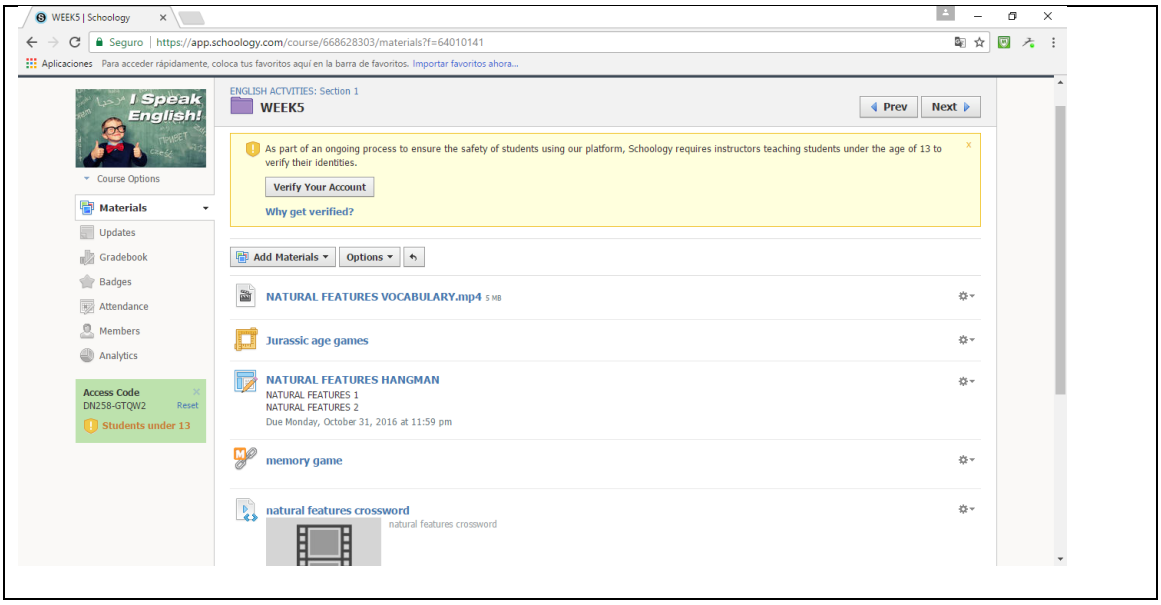


Image 6. Sample of VLE activity 6 in the platform to excel speaking

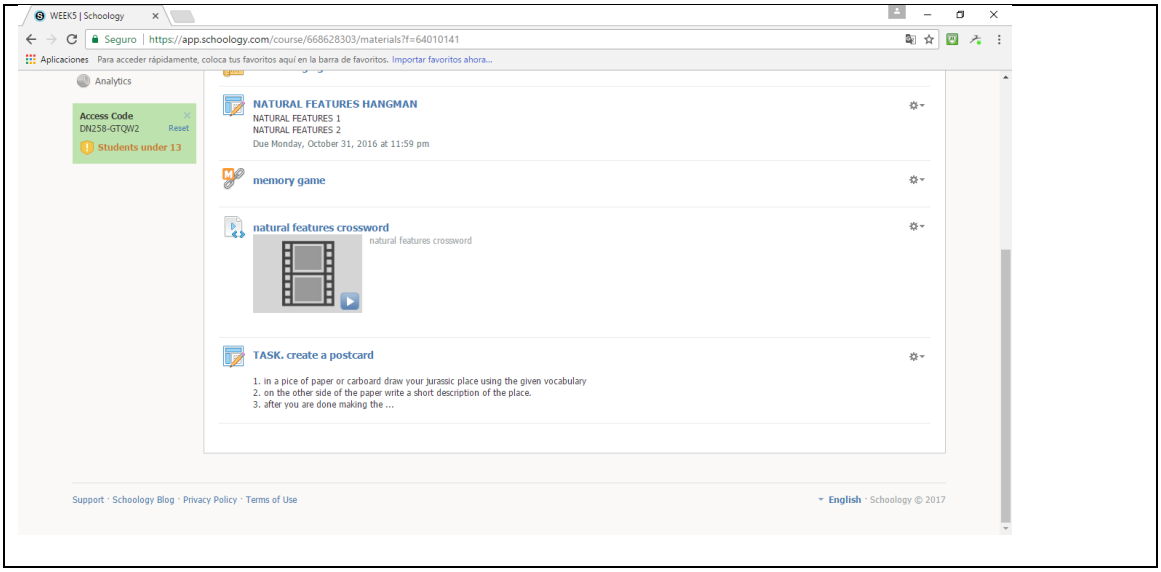


Image 7. Sample of VLE activity 7 in the platform to excel speaking

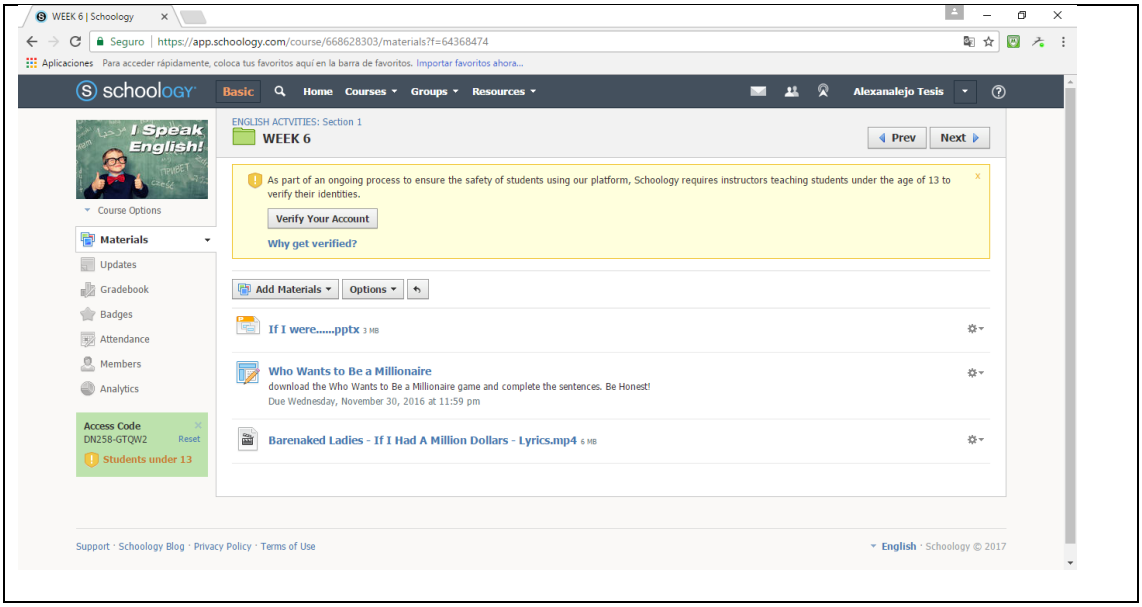


Image 8. Sample of VLE activity 8 in the platform to excel speaking

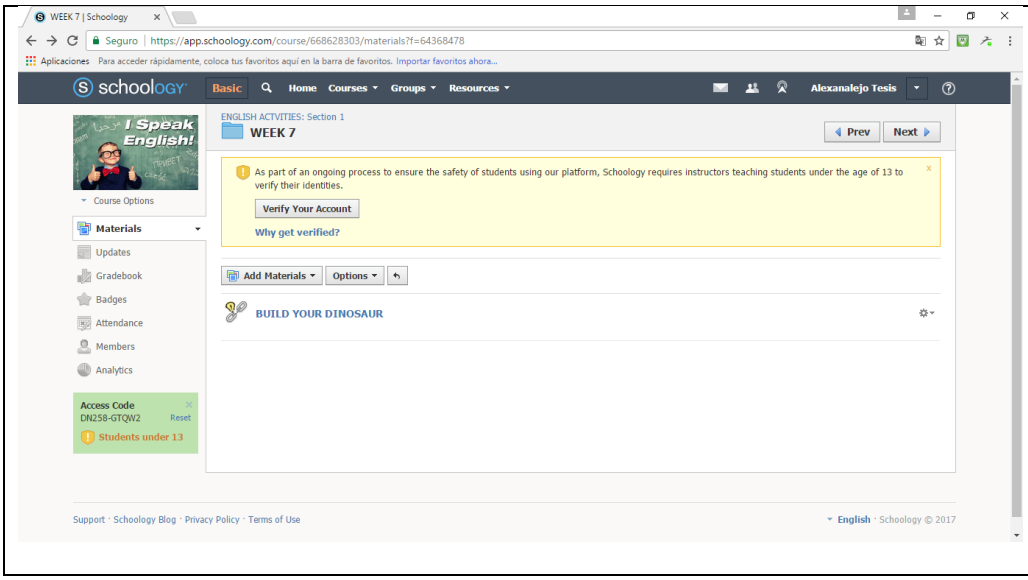


Image 9. Sample of VLE activity 9 in the platform to excel speaking

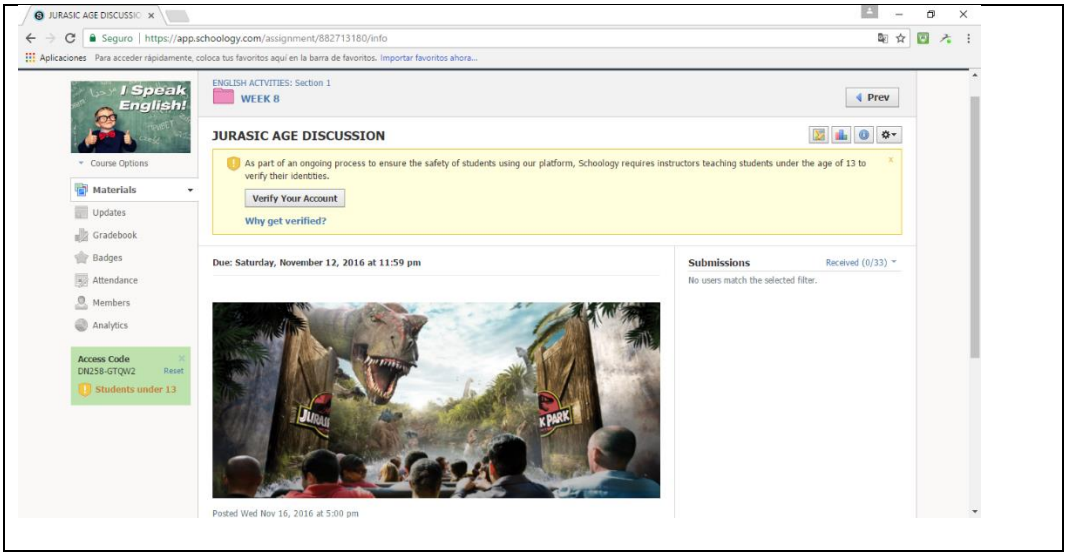


Image 10. Sample of VLE activity 10 in the platform to excel speaking

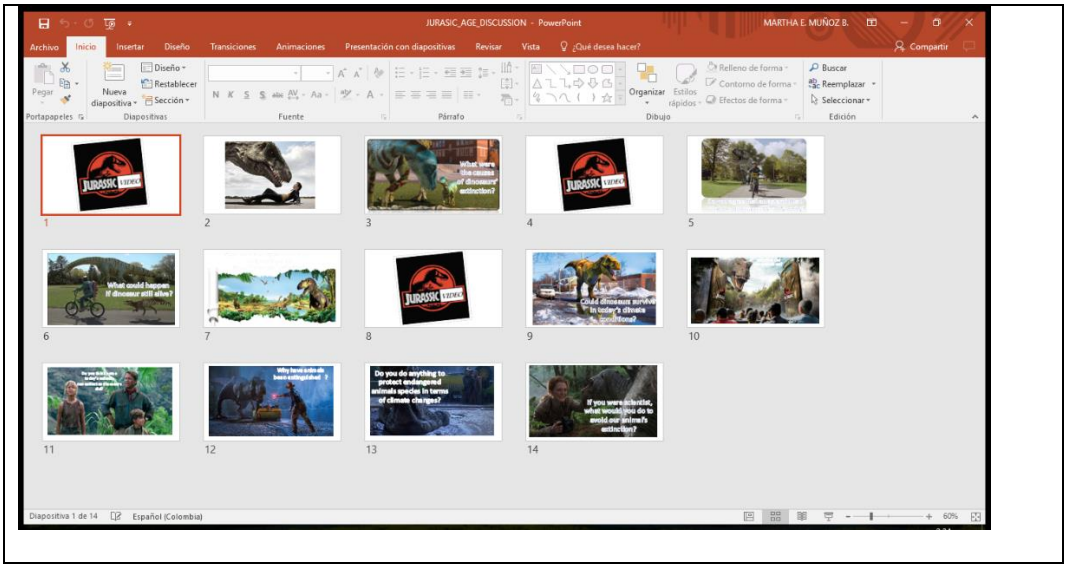
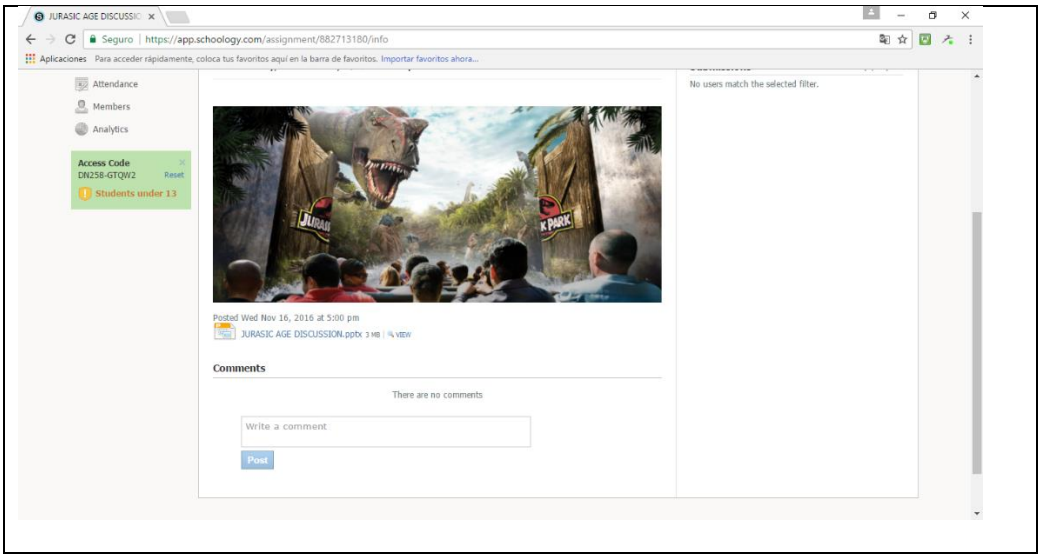


Image 11. Sample of VLE activity 11 in the platform to excel speaking



The online practices in VLE platform were chosen according the topics in the 5th grade textbook. They were weather, dinosaurs, and habitats. Throughout the action stage, students could interact and communicate in contextualized situations using interviews, debates, telling stories, and comparisons.

The actions taken were the planning, design and development of the VLE activities in the platform that were carried out twice from March to April 2016. They required the students to work and share time in front of their class mates. In this implementation stage, a teacher-researcher was chosen to teach and the other two to follow the action stage process. The data during action stage was collected through classroom observation forms.

Class observation Form was the instrument implemented by a teacher-researcher to do a follow-up during the implementation of the VLE platform activities and classroom activities to talk about the topic and the experience in the VLE in the action stage. There was a reflection after the session with the three teacher-researchers to identify positive

aspects, and aspects that had to be transformed in this implementation process. (See appendix G).

After conducting the implementation stage, the teachers-researchers and the students worked on reflective questions to evaluate the experience. It was considered a democratic and dialogic procedure. When the teacher and students worked on the reflection questions they analysed the data from sharing time in front of the class to evaluate the action plan conducted. Everyone was free to express their opinions, feelings, and suggestions related to the implemented actions.

*Student's reflection questions***.** Students reflected on the experience and assessed their speaking task in order to make themselves aware of their oral production progress by gathering their ideas about the activity to excel oral production. For Richards and Lockhart (1999), "feedback on students' spoken language can be either positive or negative and may serve not only to let students know how well they have performed but also increase motivation and build a supportive climate" (p.42).1. ¿Qué errores gramaticales cometí? 2. ¿Elaboré oraciones correctamente para responder a lo que me preguntaban? 3. ¿Me dió temor grabar mi voz? ¿por qué? 4. ¿Sentí timidez, temor, miedo a trabajar con mi compañero? ¿por qué? 5. ¿Para elaborar las respuestas mi compañero me colaboró? ¿En qué forma? 6. ¿Qué me gustó de la actividad? 7. ¿Qué no me gustó de la actividad? 8.¿Qué Cambiaría de la Experiencia? (See appendix H).

For these instruments 5th graders were considered in this student's reflection questions. They were taken as an evidence of their experience. (see appendix L)

Regarding the instruments administered during the implementation stage, (See appendixes (I and J), the following affective factors were identified. They had indications in how they felt during the activities and then and how they overcame the obstacles or

impediments to participate in the speaking activities. According to Ur (1996), "When motivation is high**, l**earners are eager to speak because they are interested in the topic" (p.32).

Chart 5. Analysis of the teacher's and student's reflection questions.

No.	**Factors Identified during implementation stage**	**How The Factor Was Overcome: Evidence**
1	Emotions • Students felt nervous towards recording their voice. • Students felt embarrassed. • When they heard their voices they noticed pronunciation mistakes, grammar and vocabulary mistakes	When learners did a reciprocal and teacher's feedback, they motivated themselves to record their exercise again. When students prepared everything for a second time, their nervousness and embarrassing emotions were over. When they practiced a second time they started to understand how to pronounce words and make sentences. Teachers made learners become aware of their learning process. (See appendixes H and I)
2	Self-esteem • Students hesitated when pronouncing words. They pronounced them as they read them. • They expressed, they could not do it. They were prevented from speaking. • They felt embarrassed. • They spoke with fillers. • They repeated the words several times with different pronunciations.	They started to think positively about themselves, when they hear their voices and faced an audience to share their work done by peers. They were aware of respecting each other's mistakes. (See appendix I)
5	Anxiety • Students were nervous. • Students trembled when speaking in front of the class.	Students stopped being worried about their mistakes and being mocked in front of other classmates.

		They shared their work and learned to listen to other's comments. They learned from mistakes. (See appendix I)
6	Attitude • Learners faced a new task. • They did not feel pessimistic to use an unusual object in the English class. • Learner's reactions were positive. • They were curious. • They liked it. They laughed about their pronunciation. • It caused a series of reactions charged with value, meaning that the stimulus has the potential to cause positive or negative reactions.	The teacher trained learner's attitudes to become positive to their language learning with ITCs use. (See appendixes H and I) Students assumed classmate's and teacher's feedback in a non-pessimistic way. (See appendixes H and I)
7	Motivation • They expressed their disagreement in participating in the speaking activity. • They did not want to have English class. • They did not want to follow instructions to work on the speaking activity.	ICTs were the tool to motivate them to work in class and reduce their stress of speaking. They became aware of speaking mistakes and learned from them. They Self-corrected and were respectful when hearing other students' mistakes. (See appendixes H and I)

The implementation of this activity was aimed at building the students' speaking skills by communicating with one another and by complementing each other, in how to construct their speech for the parts being studied in the classroom and online activities on the VLE platform. The students were enthusiastic and they considered the speaking activities easy to understand. The ICTs resources used also helped to increase their confidence and ability in speaking.

In spite of the strengths, there were some weaknesses in the activity. Some students were playing during the online activities when using the VLE platform. The researcher had difficulties controlling the students as they had to move around the class to ask for the

information. In addition, the time management had to be improved so that the main activity was longer.

Results of speaking test. After the implementation stage where students participated in speaking activities to overcome the affective factors that impede speaking, they were tested at the end of process; the test compiled some questions taken randomly from the eight speaking workshops' sessions in order to evaluate their speaking progress and affective factors that were overcome through the cooperative learning conducted in the speaking workshops sessions. (See appendix H).

While students were speaking on the given topic randomly, two of the teacher-researchers assisted the teacher-researcher who gave the instructions, taking down what was observed on the student's oral communication progress. (See appendixes L).

Before the speaking test, students received various topic questions to be prepared. When they faced the speaking test, they are asked one of the topics randomly. Two minutes were given to each pupil to answer the question topic given. Then, they were showed how they had answered the questions previously. Learners had to work on their written answers and had to do teacher-student, student-student feedback answering the following questions: 1. What grammar mistakes did I make? 2. Were my sentences/ideas coherently clear and to answer what was asked? 3. Was I afraid when my voice was recorded by the teacher? Why? 4 Was I afraid or had fearful of working with a partner? Why? Did my partner help me to answer the questions? How? Richards and Lockhart (1999) pointed out that "feedback on students' spoken language can be either positive or negative and may serve not only to let students know how well they have performed but also increase motivation and build a supportive climate" (p.41).

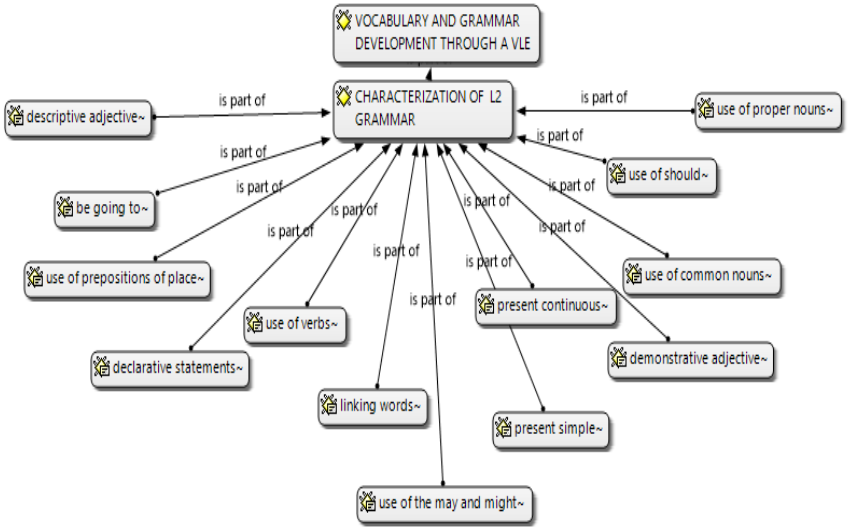
Chart 6. Results of the Speaking Test.

What did you observe in each student's oral performance?	
Pair 1	ST1 didn't have difficulty to answer. She answered the questions without elaboration. She did not pay attention to pronunciation mistakes and the way she made her sentences. But ST2 felt a bit uncomfortable. He asked the interviewer to repeat the questions. He hesitated in pronunciation and finding suitable words to use. But he was able to answer questions with pronunciation and grammar mistakes.
	They showed the motivation to speak. One student showed confident in replying. The other student showed anxiety because he asked the questions to be repeated. Their speaking feedback was focused on the categories: Lexical Resource, Grammatical range and accuracy and Pronunciation. They did not help each other to answer the questions on the given topic.
Pair 2	ST3 communicated effectively. She gave information on the given topic. She used appropriate language. She organised her ideas coherently. She spoke fluently, she had a good lexical resource, grammatical range and accuracy. She had good pronunciation. However, ST4's ideas were not organised coherently, she hesitated in her word use and pronunciation. Her lexical resource was below average, her grammar range was low and she had problems with pronunciation. They did not help each other to answer the questions on the given topic.
	Both students showed confidence in speaking. They showed willingness to speak. They wanted to express their ideas. Their speaking feedback was focused on vocabulary, grammar and pronunciation. They expressed their acceptance in the way they realised their mistakes. They liked the feedback exercise. They did not help each other to answer the questions on the given topic.
Pair 3	ST9 speaks clearly and imitates accurate pronunciation but ST10 mispronounced but it didn't impede comprehensibility. When feedback took place, they expressed their concern in mispronunciation, grammar and a word misused. They did not help each other to answer the questions on the given topic.
Pair 4	ST11 makes a few verb errors but ST12 made several errors in structure which didn´t affect overall comprehensibility.

	Their attitude was positive even with their pronunciation. They wanted to express their ideas. They were self-confident when answering what was asked. When feedback took place, they expressed their concern in mispronunciation, grammar and a word misused. They did not help each other to answer the questions on the given topic.
Pair 5	ST15 and ST16 took words given in the questions for them to be able to answer. They had a few grammar and pronunciation mistakes
	They didn't feel embarrassed. They felt confident enough to give answers. They showed approval of the activity. When feedback took place, they expressed their concern in mispronunciation, grammar and a word misused. They did not help each other to answer the questions on the given topic.

Grammar has often been an isolated element of the language teaching and learning process, commonly taught without a clear communicative purpose. According to Spada and Lightown (1993; Lightbown 1998) "Research has shown that teachers who focus on students' attention on linguistic forms during communicative interactions are more effective than those who never focus on form or who only do so in decontextualized grammar lesson. (Cited in Murcia, 2001, p. 251). It follows, then a need to implement activities in which students can develop grammar structures within a meaning purpose. In that sense, the first category was called the characterization of L2 grammar as image 2.

Image 12. The characterization of L2 grammar



In this category, different grammar structures that students developed through activities provided by the VLE were evident. The researchers inferred these sub-categories taking into account the transcriptions of videos and recordings created by learners. It is necessary to write that the sub-categories such as the use of verbs, the use of common nouns, the use of *may* and *might***,** the use of should. Students demonstrated a great quantity of use in those structures. In the current research study, learners were exposed to some pre-communicative activities, in which they viewed and inferred linguistic aspects of English. The outcomes already codified can be seen at the end of the figure 12.

Moreover, it is possible to express that students used this grammar aspects in activities which were developed hereinafter in their processes; for instance, the learners were exposed to the topic *may* and *might* through the VLE, in order to create an Avatar for speaking about global warming and the negative and positive possibilities for living things around the world. They used may and might to describe their possibilities which depicted

their excellent work; however, in another activity called "weather report", they also used this grammar structure to communicate their predictions about climate changes, so it is possible to reflect and analyse that students learnt the grammar in an ongoing manner instead of learning it by heart for that specific moment.

The following two excerpts show us the previous information:

Enunciado: "It may be cold and the penguins may die." (transcription of an audio-recording)

Student number 1 uses "may" to describe the possibility for the penguins. After, the same student in the "weather report" activity, uses the same structure to describe climate changes.

Enunciado: "I am in Salvador, in Salvador is cloudy. I have this raincoat because it may be raining. You can use an umbrella, boots, that is my boots and a t-shirt or a jacket or a raincoat." (transcription of a video)

Additionally, the researchers could infer that students were able to connect the linguistic aspects given in the pre-communicative activities with contextualized tasks or situations, in which they used the grammar structures in a meaningful way at the end of each session. According to Celce- Murcia (2001)

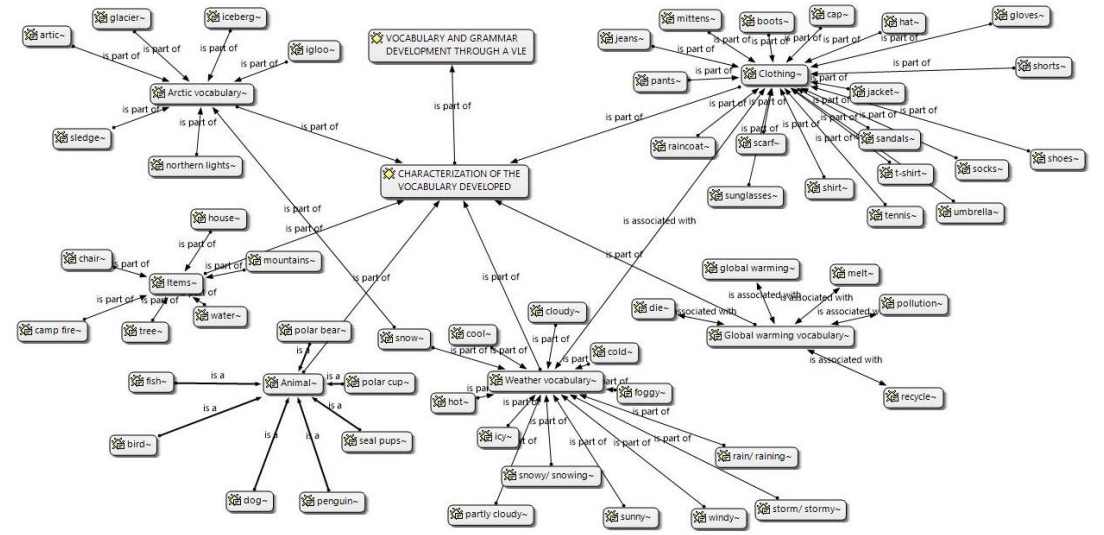
> by thinking a grammar as a skill to be mastered, rather than a set of rules to be memorized, we will be helping students go a long way toward the goal of being able to accurately convey meaning in the manner they deem appropriate (p.255).

As evidence of this previous information, the transcriptions of the audio recording and videos are shown:

Enunciado: "My name is Tamara and I am going to talk about the weather in Huila, in Pitalito, how is the weather? The weather today is going to be rainy, is very cool and you should wear a jacket, a boots, an umbrella… umbrella and jeans. In Garzon how is the weather? The weather is going to be partly cloudy and you should wear a t-shirt, sunglasses, jeans and cap. In la Plata, how is the weather? Today is going to be windy day and you should wear a jacket, umbrella, umbrella, jeans and tennis. In Neiva, how is the weather in Neiva? in Neiva the weather is going to be a sunny and is very hot and you should wear a t-shirt, a short, a tennis or sandals, a sunglasses. Oh! Remember you should wear a bikini and use a sunblock and sun lotion. Good bye." (Transcription of the video)

Enunciado: "because the humans make many carbon emission and damage… all the… the ozone layer and the solar rise might melt the polar ice and the animals here like in the artic and the artantic is dying and it's my opinion of the why it's the artic is melt… its melting on the past in global warming". (Transcription of the audio recording)

Figure 13. The characterization of L2 vocabulary



In this category, it is possible to view certain sub-categories such as Artic vocabulary, items, Animals, weather vocabulary, global warming vocabulary and clothing. The researchers inferred the previous sub-categories, considering different students' productions through activities such as videos, recordings, and drawings created by learners using VLE. It was possible to establish that students used the vocabulary given through VLE for making their productions.

The first sub-category within this main category was called Artic vocabulary. Learners used words or created representations related to the context of Artic to communicate their thoughts about this environment. They used words such as: sledge, glacier, igloo, iceberg, northern lights and so on.

The second sub-category was named items. They used words or representations about objects such as chair, house, water, tree, and camp fire to complement their ideas about the topic.

The rest of sub-categories with the previous ones contribute to answer the RQ, because they show what type of vocabulary learners are using to communicate their ideas or thoughts about something.

The following excerpts illustrate the common vocabulary patron found in the audio recording transcriptions:

Enunciado: "It may be very, very hot in the artic and the art Antarctic. The glaciers may melt. People are destroying the artic with gases. We can stop to use the cars. (audio recording transcription).

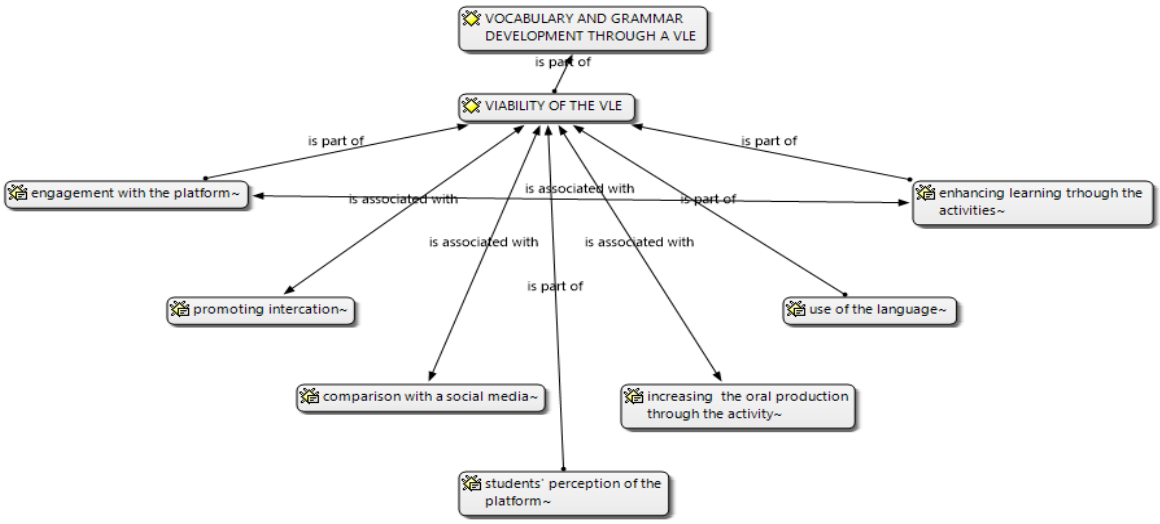
Enunciado: "The polar bears may die and glaciers may melt. We can stop global warming planting trees and riding bicycle" (audio recording transcription).

We can see how relevant was the vocabulary learnt for student's production. The high frequency of the use of some words learnt and practiced in the platform such as *melt, artic, iceberg, die, global warming, glaciers,* allow L2 learners to tie ideas and facilitate the use of that new vocabulary connected with some grammar structures in a very receptive way, which complements and supports the communication line in situated contexts. In this sense, Nation (1990) states that "Receptive knowledge of a word also involves having an expectation of what grammatical pattern the words will occur in" (p,31), which explains the relationship between the words and the grammar students learnt.

From a different point of view, we could say that the understanding of the meaning of each word used in those audio transcriptions encode the communication process under the umbrella of practicability in second language learning closely linked to contextualized definitions make by the learner itself. Nation (1990) also evokes that "a contextual definition does not directly explain the meaning of a word but encourages learners to try and find out the meaning by seeing how the word is used and what other words are associated" (p, 61).

Considering the objectives proposed, fifth graders gained self-confidence in speaking skills development through VLE, when they took advantage of interactive learning resources to increase vocabulary, when they used to interactive activities matching exercises that eased their communication in the foreign language (see appendix N). This kind of VLE exercise taught them that they had to learn from mistakes to empower their speaking in expressing ideas through sentence construction and word usage.

Figure 14. The Viability of the VLE



Based on the literature review, Özcan (2011) defines a VLE as:

> A system designed to support teaching and learning in an educational setting" which "normally works over the internet and provides a collection of tools such as those for assessment, communication, uploading of content, return of students' work, peer assessment, administration of student groups, collecting and organizing student grades, questionnaires, tracking tools, etc. (p.15).

The characteristics established for a VLE shows it as an easy, dynamic and up to date platform that promotes meaningful learnings in EFL classrooms, allowing teachers to follow up on students' learning process.

One of the ways to evidence the viability of the platform is through students' perceptions which imply the practicability and the development of a favorable environment

to promote the use of the language through the activities and tools such as voki and footobbale.

Enunciado:"Hoy estoy muy emocionada por la página "schoology", es una página para mejorar o reforzar tu inglés como espeaking como writing and riding, pero sobre todo espeaking porque en schology si puedo participar" (Student´s reflection quesions)

Enunciado:"Me parecio como una página de las más educativas además uno hay en esa página puede colocar a su potencial a trabajar, pude hablar sin miedo y también no se me olvidaron las palabras" (Student´s reflection quesions)

Cincioğlu and Zengin (2015) highlight that "Another reality of virtual environments is edutainment (a combination of edu-cation and entertainment) which provides and validates a beneficial use of technology for the youth in a systematic way for educational purposes" (p.57). As the analysis of data shows that the students were engaged and involved in the use of the platform and the activities, and recognize how through a technological tool they can learn and enjoy doing tasks providing themselves interesting opportunities of learning the language. The following extracts corroborate this finding:

Enunciado: "estoy muy feliz porque puedo en la casa ya no jugar pero si practicar en el computador en schoology". (Student´s reflection quesions)

Enunciado: "A mí me gustó mucho las actividades que hay en schoology porque mientras uno está jugando a la vez va a prendiendo" (Student's survey and questionnaire)

According to the participants' statements, the use of a VLE allows for an environment that is suitable for learning. When we use a VLE, the classroom atmosphere is more cooperative, collaborative, dynamic and friendly. The students recognized that the

platform provided them with the opportunity to interact with their classmates or teacher while they are carrying out the activities.

Enunciado: "todas las cosas o videos en inglés y además hay grupos también de profesores y estudiantes que pueden enseñar y hablar con ellos" (Student´s reflection quesions)

Enunciado: "Es como una red social donde puedes chatear y realizar actividades educativas como "a cold place" y sopas de letras."(Student´s reflection quesions).

This e-learning education system provides learners with a social space which can help them to improve the *effective use a*nd quality of language development, and motivates students to be more independent and active learners. One of the statements indicated that the VLE was engaging and interesting for students because they found similarities with a social media. This enabled them to go through the activities and explore the platform with greater ease.

Enunciado: (S5) "La verdad a mi me pareció muy entretenida la pagina de shoology, está muy chévere y fácil de usar igual que Facebook." (Student´s reflection quesions)

Enunciado: (S10)"a mí me gusta mucho schoology es muy adictivo, schoology es Facebook en inglés". (Student´s reflection quesions)

Based on Holyoke's (2011) definition, "a VLE is a set of teaching and learning tools designed to enhance a student's learning experience by including computers and the Internet in the learning process" (p.45). Certainly, we can affirm that the activities included in the VLE and its tools contributed significantly to enhance the participants' learning and

motivation because the students were highly interested in using the platform and being involved in their language learning process

Enunciado: "Las actividades y los link me ayudaron a mejorar mucho mi vocabulario, por ejemplo la actividad del may-might son muy educativos y por eso me ayudo a mejorar mucho mi vocabulario". (Student´s reflection quesions)

Enunciado: "Schoology es una página divertida y que podemos aprender más inglés, schoology es la única página que me gusta." (Student's survey and questionnaire)

Once data have been analyzed, it might be stated that the implementation of a VLE also showed a positive effect on the development of language use in contextualized activities and on the development of speaking skills using the given vocabulary.

Enunciado:" los muñequitos me ayudaron a recordar las palabras. para cuando yo estaba haciendo la tarea que tenia que hablar sobre el cold place". (Student´s reflection quesions)

Enunciado: "ahora aveses me acuerdo de las palbaras y las uso cuando hablo ingles en clase". (Student´s reflection quesions)

From the information collected from the instruments and techniques administered in this research study, the most relevant findings that answered the objectives were:

In terms of inhibition that impeded oral performance, at the beginning of the experience students were afraid of speaking due to their mispronunciation of some words, and on recording their voice and self-recognition of their work done. For Syakur (1987 as cited in Dewi (2007)

Vocabulary means the appropriate diction which is used in communication;

pronunciation: pronunciation is the way for students to produce clearer language

> when they speak. It deals with the phonological processes that determine how sounds vary and the sound patterns in a language, and fluency. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners (p.40).

Therefore, they felt fearful of sharing their work in front of the class. The teacher researcher observed that the learning activity practiced through the VLE was new for them. In other words, students were used to reproducing dialogue already made from textbooks. They were not used to do a follow up of their pronunciation level, and they were not even able to create their own ideas clear and coherent. They were not used to creating their own speech. When they experienced these learning activities, they showed willingness and motivation to work on the speaking activities, when using the technological devices such as the computer, a video beam and a mobile phone. Their attention was caught from what they loved using in their free time. They practiced and developed speaking through ICTs. (see appendix N)

The teacher researcher noticed that interactive activities enabled students to share and negotiate their strengths and weaknesses in the EFL speaking skills. Although, at the beginning of the implementation stage, English learners felt uncomfortable in working in front of a computer for academic purposes, empathy took a very important place in learning to work as part of a team. According to Bush (1946)

> Technology has become vital for success in school and contemporary life. This requires that students learn to type and use a word processor, use the Internet to collect information, navigate computer- and web-based testing tools, and understand how different speaking and writing conventions apply to different media. Thus, the

> use of technology in speaking and writing instruction has become critically important (p. 134).

So, it took time to overcome their shyness to speak in English, higher achievers supported their speaking even when they made mistakes. They understood it was a process of getting used to learning from mistakes. They assessed their performance and did an action plan for next speaking activity. However, there was a pair where the low achiever did not want to work with a high achiever because of his mispronunciation.

This student did not want to work on the VLE platform activities and cooperate at the beginning. But when this learner saw other interactive activities' experiences, this learner changed his attitude in working with the high achiever. This student learned to work with his pronunciation weakness and learned from receiving feedback and praising from the teacher. (see Appendix K)

It was also observed that planning learners' answers and rehearsing their responses helped them to gain confidence and to excel in speaking. Although, writing is not the main construct in this research experience, it helped them become aware of how to write sentences, organise ideas, use appropriate vocabulary, grammatical range and accuracy to be able to reproduce them when speaking. It helped students organize their ideas. In other words, learners reinforced sentence construction, use of correct spelling and tense use according to the questions given. They had to plan and prepare what they were going to say to be shared in front of the rest of the class. The role of the teacher as a guide showed students that in learning everyone is involved. (See appendix K)

The teacher researcher noticed that students used the technological devices such as mobile phones to log in the VLE Platform to do games planned by teachers. They used the

website to chat and make video calls. It took time for them to become aware of the benefits they might obtain if they realise that learning takes place when using their technological devices such as mobile phones for EFL learning purposes as well. They felt motivated to use i-tools for speaking development. They expressed their interest in bringing the world of communication to the classroom. It was noticed that the i-tools opened doors for interaction and initiation of communication with others. The Students showed curiosity for the next classes activities. Besides, students cooperated with the teacher and other students to develop all the activities because of their broad knowledge about electronic devices and their carefulness. Although, there were some difficulties with working on the computers with the VLE platform, in the school computing laboratory due to the distraction of games and programs that called their attention and curiosity, those games and programs were not useful for the speaking task to be done in class. (See appendixes K and N)

As students recorded their voice, they were aware of their learning. Students were more careful of their speaking skills development because they had to learn how to manage their time when planning their activities, which were going to be shared in front of their classmates for feedback and evaluation of the ongoing process. However, there were sessions where students faced difficulties at the end of the classes because they took more time in planning than recording, there were some problems with the people in charge of the computing laboratory because they did not open it on time. It affected the class time, learners and teachers 'schedule. Nonetheless, every peer understood the situation and coped with time constraints.

According to the speaking activity complexity, each peer worked at their own pace and rhythm (See appendixes I and L), The teacher had to support them and praise them for

their speaking task done in class. The teacher's feedback and assessment about learner's oral performance was focused on grammatical aspects, pronunciation, intonation and fluency. Although there were more aspects in the criteria of speaking assessment, learner's occurrence was in the aspects described previously. (See appendix K)

It was also observed that the speaking skills in the L2 can be developed in a cooperative and unconscious way depending on the student's needs and interest. It happens unconsciously because students were more focused on working on what they liked doing and used available tools rather than being worried about speaking development.

It was noticed that learners practiced language doing the activities through the i-tools and technological devices without being aware that they were giving the springboards of speaking skills.

As it was pointed out, the researcher found out that the students' ability to communicate in the target language including not just linguistic structures, but also semantic notions and social functions. Moreover, students work in groups or in pairs to transfer and negotiate meaning in situations (real and off time situations) where one person has information that the other lacks. The teacher's role is primarily to facilitate communication and as Klippel (1999) stated, teachers should be careful not to correct students' errors too frequently because it makes the students hesitant and insecure in their speech.

Finally, regarding the development of speaking skills and their corresponding activities, there are aspects that should be taken into consideration, such as class atmosphere, time, mood, attitude and willingness when organizing activities that aim to develop speaking skills. (See appendix K)

Chapter 5

Conclusions and Pedagogical Implications

The integration of VLE and the development of Speaking in EFL classrooms creates experiences that help students understand places, people, language and processes better. Therefore, English learners can use a VLE to learn the target language through speaking to enhance our real social lives and understand others better.

The impact of using a VLE in an EFL classroom promotes language acquisition by providing comprehensible input in the development of appropriate ways to excel speaking in a supportive and motivating environment of learning. In This way, the developing speaking helps the instructional use of small groups to work together to maximize their own and each other's learning. It helps to practice positive interdependence. The sense of connecting with others in a way that work and efforts are mutually necessary for succeeding in a task. When working in small groups, learning of all members can be maximized by sharing knowledge and perspectives, supporting each other, and reaching common goals.

The VLE helps to promote individual accountability. Each person is responsible and accountable for the knowledge generated within a group during a task, so teammates must participate and work collaboratively to understand and be able to answer various aspects of the assignment.

In term of student's progress in speaking, they improve their oral practice when they have a clear mind in what they like what they are interested in, and use this as input in their

speech. At a young age, these factors play an important role in determining the success and the failure of students in speaking development. Learning to speak English requires more than knowing its grammatical and semantic rules. Therefore, factors affecting an English learner's oral communication skills, need to be taken into consideration by English teachers in order to provide guidance in developing competent English speakers.

When students experience EFL learning based on what they like and enjoy doing, their motivation is enhanced. They feel they are not forced to learn solely to obtain a grade or score. The development of speaking skills in the L2 happens unconsciously because students are more focused on working on what they like doing while using available ICT tools rather than worrying about how to speak properly. It comes after progressive practice through technological devices they enjoy using, speaking skill~~s~~ is likely to develop.

Student's empower language when they increase their vocabulary range and strengthen their grammar through practice, due to what they learn in the platform. Therefore, technology is great ally for English language teachers, to carry out more meaningful or fruitful teaching-learning processes in students. Consequently, English teachers may enliven their pedagogical practices by providing other options or strategies for learning a foreign language.

Students in elementary schools develop speaking skills by using a VLE when they practice the language in aspects such as pronunciation, lexical range and grammatical structures. The design of activities that are significant and focused on oral performance competence~~,~~ allows learners to express and transmit what they think and want about different topics to be shared to an audience in an oral way. Providing learners with opportunities for meaningful communicative behaviour about relevant topics by using

learner- learner interaction, giving and taking exchanges of information, enables them to create discourse that conveys their intentions in real- life communication. It is a way to build social interaction and learn to work in a collective way.

In the light of the principles of teaching speaking, English teachers when teaching young learners, should constantly keep in mind student's likes, dislikes, interests, moods, emotions, feelings, motivation level, attitude, expectations, language knowledge and, finally, different learning styles.

The VLE platform fosters cooperative and collaborative learning due to the nature of the activities that need to be undertaken, which can help students gain confidence in speaking if they are engaged in the online activity and clear instructions for group work. When students see that something new is going to happen, they can achieve the maximal affective filter in the outcomes of the interactive activities because they build friendship, and teamwork.

Working on online activities through a VLE, students can improve speaking when the activities provide them a way to learn from their mistakes. A feedback on students' spoken language can be either positive or negative and must serve not only to let students know how well they have performed, but also to increase motivation and build a supportive climate to speak. It is necessary to praise students' progress in speaking which is likely to motivate students and bring about improvement, along with pointing out what went wrong during the activity. It is not important to concentrate on who made the mistakes but rather to focus on the mistakes that have been frequent amongst the students. The use of students´ personal ideas and insights are useful in helping make oral production in class more real and meaningful.

The use of technological devices helps students develop speaking. When they find meaningful and practical devices that can help them develop not only speaking, but other skills due to the variety of online tools, it is practical to gain confidence gradually.

The VLE platform helps students to excel in speaking when they are supported by teachers during the activities. The focus is on the roles of the teacher that can be taken on during activities. Another focus area concentrates on providing reflective questions to students, to self-evaluate their speaking performance after sharing activities with others. Besides, the roles that the teacher carries out during the VLE activities primarily include the roles of guide, time manager, organizer and monitor.

Students who are non-native English speakers need to receive explanations and, in some cases, instructions in the mother tongue; L1 use is acceptable especially with classes whose knowledge of the target language is not yet on a sufficient level. Additionally, instructions need to be supported with visual clues such as real objects, pictures, gestures and mimes or instructions written on cards.

The VLE use can promote cooperative learning in small groups of learners and help them to learn to work together as a team to solve a problem, complete a task, or accomplish a common goal. Additionally, the VLE leads to greater motivation to learn. It helps increase time on-task, it helps to improve self-esteem and it leads to more positive social behaviours.

The VLE helps with face-to-face communication in real time and prepared English tasks such as class presentations. It helps promote interaction. It depends on positive interdependence, since the group must recognize the other's effort to learn by helping,

interacting, and encouraging. The promotion of personal relationships within the group helps to develop confidence, a sense of plurality, and collaboration.

The VLE platform helps to develop social Skills. Interpersonal abilities are quite necessary for effective and meaningful learning. Interaction in small groups contributes to the development of social skills, such as leadership, decision-making, trust-building, communication, and conflict management. This VLE helps to teach group processing. The analysis should be carried out by the group on goal achievement and working relationships, to propose improvements and new strategies to develop communication skills.

VLE constitutes an alternative resource for teachers to address their instruction and for students to approach their learning in a way that may be more familiar and appealing to the latter. The present study evidenced that teachers can make a VLE as meaningful, functional and fascinating as they will, whether to enhance the development of a language skill or to contribute to the learning in general.

A VLE allows a set of teaching and learning actions that contribute to the development of the speaking skill, more specifically on the sub-skills of grammar and vocabulary. For instance, by using VLE applications such as forums, students enhance their capacity to interact with others, where work and efforts are required to succeed in communication skills tasks. It can maximize learning through sharing knowledge and perspectives where there is a support among pupils to reach a common goal.

In a VLE there is an individual accountability where knowledge is generated within a group when a task is fulfilled. Learners participate ad work collaboratively to understand and can answer various aspects of the assignment. Consequently, interaction depends on positive interdependence, since the work group must recognize the other's effort to learn by

helping, interacting, and encouraging. The promotion of personal relationships within the group helps to develop confidence, a sense of plurality, and collaboration.

A VLE allows the development of social skills. It helps the strengthening of interpersonal abilities that are quite necessary for an effective and meaningful learning. Interaction in small groups contributes to the development of social skills, such as leadership, decision-making, trust-building, communication, and conflict management.

A VLE is relevant specifically in the field of online education. It requires greater involvement and autonomy of the student to regulate learning. The dimensions of autonomous and motivation made it possible to outline an autonomous motivational profile for the students who participated in this study. The maintenance of the autonomous motivational behaviour is associated with actions of effort, active participation, persistence and attention that relies mainly on the teacher who can perform a critical factor in the student's persistence in activities undertaken in virtual environments. Thus, the continuity of this motivation to learn, and the relationships which may be established between the student's engagement and the teaching strategies adopted by the teacher in the VLE indicate that it is essential for implementing learning mediated by a VLE for schools.

Another aspect that enhances student's speaking skill through a VLE is time management. It is essential for students to know how much time they have got and exactly when the students should start and finish the activity. It is necessary to activate students by phrases offering a rationale for the activity together with paying careful attention to providing instructions with a clear final time allocation.

A VLE make students put themselves in various realistic settings and learn the language by their experiences or control over their learning experience. English Teachers

can set up and save the environment depending on the students' need and this can facilitate learner-centred learning which emphasizes encouraging students to construct their own language knowledge.

Evaluating of Speaking Skills, it implies several resources, which explain the way to develop speaking activities and their technique. By observing students' interaction and participation in class activities, learner can assess their oral ability. Besides, voice recording through i-tools are be helpful to self-evaluate speaking progress.

Assessing the speaking skills through interaction with peers and voice recordings are the techniques used by the teacher-researcher to evidence learner speaking progress and drawbacks. So, English teachers can create conditions for positive testing practices by testing the development of abilities that you want to encourage, ensure the test is known and understood by students and teachers, base achievement tests on objectives, sample widely and unpredictably, make testing criterion-referenced and use direct testing.

Limitations of the Study

A primary limitation of the research was the size of the sample because there were just 10 participants from a private school. If we want to develop speaking using a VLE in private and public schools, it is necessary to have more time for more empirical evidence about the effects of developing speaking through a VLE which is needed because these kinds of studies are not popular or prevalent in the EFL research field. In the same way, it is important that teachers have digital competences to connect speaking activities and works in a VLE, for example, teachers need to be skillful in technological tools like computers, e-learning platforms, webpages, applications and internet.

Further Research

Although this research was conducted in a private school with 10 participants, it should be interesting to carry out more research studies with a larger participant pool in private and public scenarios to compare and describe what features emerge in each context. Besides, it is advisable to invite public schools to join in research and make it interdisciplinary to see the effectiveness of developing speaking using a VLE. This kind of research experience is not commonly developed in the EFL context in Neiva, Huila. We are still doing research separately from other subjects to learn and better English language teaching practices.

References

Abu Sharbain, I. (2009). Difficulties encountering UNRWA ninth-grade teachers in performing their roles in light of the communicative approach to teaching speaking in the gaza strip. (Master´s thesis). The Islamic University, Palestine.

Artzt, A, F., &. Newman, C. M. (1990). How to use cooperative learning in the mathematics class. Reston, VA: National Council of Teachers of Mathematics.

Al-jafar, R.S (2004). The effects of web-based learning on struggling EFL college writers. *Foreign Language Annals*, 37(1), 49-57.

Al Hosni, S. (2014). Speaking difficulties encountered by young EFL learners. *International Journal on Studies in English Language and Literature*, 2(6), 22–30.

Bedoya, P. A. (2014). The exercise of learner autonomy in a virtual EFL course in Colombia. *HOW, 21*(1), 82-102. http://dx.doi.org/10.19183/how.21.1.16.

Brown, D. H. (1994b). *Teaching by principles: An Integrated approach to language pedagogy*. (3rd Ed). New Jersey: Prentice Hall Regents.

Brown, D. H. (2001). *Principles of language learning and teaching*. San Francisco: Addison Wesley Longman.

Brown, G. (1997). *Assessing student learning in higher education.* London: Routledge.

Brown, G., & Yule, G. (1991). *Teaching spoken language*. Cambridge: Cambridge University Press.

Burns, A & Joyce, H. (1997). *Focus on speaking*. Sydney: National Centre for English Language Teaching and Research.

Burns, A. (1998). Teaching speaking. *Annual Review of Applied Linguistics,* 18,102- 123.

Burns, A. (2003). *Clearly speaking: Pronunciation in action for teachers*. Sydney: Macquaire University.

Burns, A., & Hood, S. (1995). (Eds.) *Teachers' voices: exploring course design in a changing curriculum*. s.l.: s.n.

Bush, V. (2007). Annual review of information sciences and technology. In: Blaise Cronin. (Ed.) *The American Society for Information Sciences and Technology*, 41, 106.

Bygate, M. (1995). *Speaking.* Oxford: Oxford University Press.

Bygate, M. (1998). Theoretical perspectives on speaking. *Annual Review of Applied Linguistics*,18 (1), 20-42.

Byrne, D. (1991). *Techniques for classroom interaction*. Cambridge: Cambridge University Press.

Byrne, D. (1998). *Teaching oral English*. New York: Longman.

Cárdenas, M. L. (2000). Action research by English teachers: An option to make classroom research possible. *Colombian Applied Linguistics Journal*, 2(1), 15-26.

Celce-Murcia, M. (2001). Language teaching approaches: an overview. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language* (3rd Ed.). Boston: Heinle & Heinle.

Channey, A. L. (1998). *Teaching oral communication in grades K-8*. Boston: Allyn & Bacon.

Chastain, K. (1998). *Developing second language skills*. (2nd Ed.). Chicago: Harcourt Brace Publishers.

Chen et al. (2013). What Drives a Successful Web-Based Language Learning Environment? An Empirical Investigation of the Critical Factors Influencing College Students' Learning Satisfaction. *Procedia - Social and Behavioral Sciences*, 103, 1327- 1336. Retrieved from www.sciencedirect.com

Ching Yang, Chen (2007). Technology-enhanced language learning: A case study. *Computers in Human Behavior*, 23, 860–879. Retrieved from www.sciencedirect.com

Cincioğlu, O., & Zengin, R., (2015). Using virtual learning environments in language Teaching: Machinima and ViCTA as two case studies. *IJODE,* 1(1). Retrieved from file:///C:/Users/Alexandra1/Downloads/22637-49271-1-PB-ViCTA-article-AUZED.pdf

Cohen, A. D. (1998). *Strategies in learning and using a second language*. New York: Addison Wesley Longman.

Cuasilpud Canchala, R. (2010). Indigenous Students' Attitudes towards Learning English through a Virtual Program: A Study in a Colombian Public University. *PROFILE Issues in Teachers' Professional Development, 12*(2), 133-152. Retrieved from http://revistas.unal.edu.co/index.php/profile/article/view/17686/36823

Dewi, A. (2007, June). Improving English teaching in University Islam Indonesia: Implementation of cooperative learning. In: *The second biennial international conference on teaching and learning of English in Asia: exploring new frontiers*. Langkawi. Malaysia.

Donald, R. (2005). *Teaching speaking skills,* Reviewed from http://www.teachingenglish.org.uk/think/speak/speak_skills.shtml.

El-Hmoudova, D (2015). Developing English learning skills in blackboard virtual learning environment. *Procedia - social and behavioral sciences* 199, 517 – 524. Retrieved from www.sciencedirect.com

Ellis, R. (1993). *Task-based language learning and teaching*. Oxford: Oxford University Press.

Escobar, D., & Cubillos, P. (2011). *Developing oral production in eleven grade students through cooperative learning.* (Unpublished master's thesis). Universidad de Caldas – Universidad Surcolombiana, Neiva.

Ferrance, E. (2000). Themes in education: Action research. Brown University.

Florez, M. A. (1999). Improving Adult English Language Learners' Speaking Skills. ERIC Digest. (ERIC Document Reproduction Service No. ED: 435204)

Fraenkel, J. R. , Wallen, N. E. & Hyun, H. H. (2012). How to design and evaluate research in education (8th Ed.). New York: McGraw-Hill.

Freeman, D. (2002). The hidden side of the work: Teacher knowledge and learning to teach: A perspective from North American educational research on teacher education in English language teaching. *Language Teaching*, *35*(1), 1-13.

Garrison, D. R. & Anderson, T. (2003). *E-learning in the 21st century: A framework for research and practice.* New York: Routledge Farmer. Retrieved from

http://portal.ou.nl/documents/89037/89380/Garrison+%26%20Anderson+%282003%29.pdf

Gass, S. M., & Varonis, E. M. (1994). Input, interaction, and second language production. *Studies in Second Language Acquisition*, 16, 283–302.

Genc, B. (2007). An analysis of communication strategies employed by Turkish speakers of English. (Doctoral dissertation), Cukurova University, Adana: Turkey.

Glaser, G., & Strauss, Anselm L., 1967. *The discovery of grounded theory: Strategies for Qualitative Research*. Chicago: Aldine Publishing Company.

Gower, R., Phillips, D., & Walters, S. (1995). *Teaching practice handbook*. Oxford: Macmillan Education.

Harmer, J. (2001a). *How to teach English*. London: Longman Press.

Harmer, J. (2001b). *The practice of English language teaching*. London. Longman Press.

Holyoke, M, (2011). *Virtual learning environment (VLE) or managed learning environment (MLE).* Definition. Whatls.com Retrieved from http://whatis.techtarget.com/definition/virtual-learning-environment-VLE-or-managed-learning-environment-MLE

Hughes, A. (2003). *Testing for language teachers* (2nd ed.). Cambridge: Cambridge University Press

Jiménez, S., Luna, M., & Marín de Otálora, M. (1993). *Action research guide*. London: Overseas.

Johnson (2001). Social independence: The interrelationships among theory, research and practice. *American Psychologist*, 58(11), 931-945.

Johnson & Johnson, (1989). *Learning together and alone: Cooperative, competitive and individualistic learning* (5th ed.). Boston: Allyn & Bacon.

Johnson, Johnson, & Holubec (1993). *Cooperation in the classroom.* (6th ed.). Edina, Minnesota: Interaction Book Company.

Kagan, S. (1988). *Cooperative learning*, San Juan Capistrano, California: Resources for Teachers.

Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language. *The Internet TESL Journal*, 12 (11). Retrieved from http://iteslj.org/Articles/Kayi-Teaching.

Lawtie, F. (2004). *Teaching speaking skills to overcoming classroom problems*. Retrieved from http://www. Teachingenglish.org.uk/think.

Lloyd, (1988). Redefining the applied research agenda: Cooperative learning, pre-referral, teacher consultation, and peer-mediated interventions. *Journal of Learning Disabilities*, 21, 43-52.

Mabrouk, W. (2003). Vocabulary teaching techniques of EFL Palestinian teachers at the basic stage in Nablus District. (Unpublished master's study). An- Najah National University, Nablus, Palestine.

Mendieta Aguilar, J. (2012). Blended learning and the language teacher: a literature review. *Colombian Applied Linguistics Journal, 14*(2), 163 - 180. doi: https://doi.org/10.14483/udistrital.jour.calj.2012.2.a10

McDonough, J., and S. Mcdonough. (1997). Research methods for English Language teachers. London: Arnold, p. 171-188.

McDougald, Jermaine S. (2013). The use of new technologies among in-service Colombian ELT teachers. *Colombian Applied Linguistics Journal*, *15*(2), 247-264. Retrieved

August 24, 2017, from http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0123-46412013000200008&lng=en&tlng=en.

Munjayanah, A. (2004). *The Implementation of communicative language teaching speaking at Lia Surakarta: An ethnography*. Surakarta: UMS. Retrieved from http //etd.eprints.ums.ac.id/eprints/. New York State Education Department. (2000). *Second language proficiency*.

Muñoz, J., Quintero, J., & Munevar, R. (2001). Experiencias en investigación acción-reflexión con educadores en proceso de formación. *Revista Electrónica de Investigación Educativa,* 4 (1). Retrieved from http://redie.uabc.mx/vol4no1/contenido-munevar.html

Nation, I. S. P. (1990).*Teaching and learning vocabulary*. Boston, Mass.: Heinle&Heinle Publishers.

Nunan, D. (1989). *Language teaching methodology*. London: Prentice Hall.

Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia-Pacific Region. *TESOL Quarterly*, 37(4), 589-613

Nunan, D. (2006, September) *Task-based language teaching in the Asia context: Defining 'task'. Asian EFL Journal,* 8 (3), Retrieved from http://www.asian-efl-journal.com/Sept_06_dn.php

Nunan, D., & Lamb, C. (1996). *The self-directed teacher: Managing the learning process*. Cambridge, New York: Cambridge University Press.

O'Brien, J. R. (2001). Um exame da abordagem metodológica da pesquisa ação [An Overview of the Methodological Approach of Action Research]. In Roberto Richardson (Ed.), Teoria e Prática da Pesquisa Ação [Theory and Practice of Action Research]. João Pessoa, Brazil:

Universidade Federal da Paraíba. (E nglish version) Available: http://www.web.ca/~robrien/papers/arfinal.html (Accessed 20/1/2002)

Ozcan, M. (2011). Effect of Social Constructivist VLEs on Speaking Skills from the Perspective of University Student.

Pimentel, J. R. (1999). Design of net-learning systems based on experiential learning. *Journal of Asynchronous Learning Networks 3*(2), 64-90. Retrieved from 2002, from http://www.aln.org/publications/jaln/v3n2/v3n2_pimentel.asp

Rabab'ah (2003). Communication problems facing Arab learners of English. *Journal of Language and Learning*, 3(1), 180-197.

Richards, J, & Lockhart, C. (1996). Reflective teaching in second language classrooms. Cambridge: Cambridge University Press.

Richards, J. C. (2007). *Developing classroom speaking activities: From theory to practice*. Retrieved from http://www.professorjackrichard.com/developing-classoom-speakingactivities.pdf.

Richards, J. C., & Renandya, W. A. (Eds.). (2005). *Methodology in language teaching*. Cambridge: Cambridge University Press.

Rivers, W. (2000). *Teaching foreign language skills*, Chicago: University of Chicago Press.

Rodriguez, A. S., Niño, R., Rojas, C. (2000) Increasing Students´ Motivation By Using The Computer. Issues In Teachers ´Professional development. Profile magazine.

Sagor, R. (2000) Guiding School Improvement with Action Research. ASCD, 2000

Scarcella, R. C., Anderson, E. S., & Krashen, S. D. (Eds.). (1990). *Developing communicative competence in a second language*. Boston, MA: Heinle and Heinle.

Shirota, Y & Traford, P. (2011). An Introduction to VLEs. Retrieved from http://www.gakushuin.ac.jp/univ/eco/gakkai/pdffiles/keizai_ronsyuu/contents/contents2006/4803/4803paul/4803paul.pdf

Slavin (1990). Achievement effects of ability grouping in secondary schools: A best-evidence synthesis. *Review of Educational Research*, *60*(3), 471–499. Retrieved from http://www.jstor.org/stable/1170761

Songkram, N. (2015). E–learning system in virtual learning environment to develop creative thinking for learners in higher education. *Procedia - Social and Behavioral Sciences 174 (2015) 674 – 679.* Available online at www.sciencedirect.com.

Soliman, N. A. (2014) Using E-Learning to Develop EFL Students' Language Skills and Activate Their Independent Learning. *Scientific Research, an Academic Publisher*. Retrieved from http://www.scirp.org/journal/PaperInformation.aspx?PaperID=46989

Thordores, S. (2001). *Approach and methods in language teaching.* New York: Mc Graw- Hill.

Ur, P. (1996). *A course in language teaching*: *Practice and theory*. Cambridge: Cambridge University Press.

Valiande, S. (2010). Differentiated Teaching in Mixed Ability Classrooms / Learning Processes and Effectiveness. Unpublished doctoral dissertation, University of Cyprus, Nicosia, CY. (In Greek). ISBN 978-9963-689-91-0

Wallace, M. (2000). Action research for language teachers: Cambridge University Press.

Wijarwadi (2008). From home speech to school speech: Vantages on reducing the achievement gap in inner city schools.The *Virginia English Bulletin*, 51, 4–16.

Wilkins, D. A. (1976). *Notional syllabus*. London: Oxford University Press.

Zsolt, T. & . István. Moodle and Social Constructivism. 2008. University of West Hungary.

Appendixes

Appendix A

Letter of consent

Neiva, 08 de Septiembre del 2016

Señores
PADRES DE FAMILIA Y ACUDIENTES
Colegio Colombo Ingles
Neiva

Cordial saludo.

REF: autorización para el uso de un aula virtual educativa llamada Schoology como ayuda para el desarrollo del Idioma Inglés.

Comedidamente me dirijo a usted con el objetivo de solicitarle la debida autorización para que su hijo participe en el proyecto del uso de schoology, recurso digital en el cual se van a llevar a cabo actividades complementarias relacionadas a los temas vistos en clase.

Si usted autoriza a su hijo/a_____para formar parte del proyecto de investigación, firme el presente consentimiento y regréselo al profesor Jorge Alejandro Cabrera Ramos. Si tiene alguna pregunta con respecto a los procedimientos y/o al proyecto en sí, por favor envíe un correo al elbuenalejo9@hotmail.com con sus inquietudes.

Agradezco de antemano su colaboración.

Autorizo que mi hijo/a forme parte del proyecto descrito anteriormente. SI / NO

Firma: _____ Fecha: _____

Neiva, 08 de Septiembre del 2016

PADRES DE FAMILIA Y ACUDIENTES

Colegio Colombo Inglés
Grado 5A

Cordial saludo.

Comedidamente me dirijo a ustedes para darles a conocer un proyecto que se va a llevar a cabo con los estudiantes de 5A en el área de inglés para el desarrollo de la habilidad de speaking, donde ellos harán uso de las TIC y herramientas virtuales a través de un recurso digital llamado Schoology.

Schoology es un espacio virtual de aprendizaje orientados a facilitar el proceso de enseñanza y aprendizaje a distancia que permite la creación de un aula virtual donde se produce la interacción entre el profesor y el estudiante, el intercambio de recursos e ideas, la cooperación, la participación en foros, el uso de más herramientas y recursos digitales que vienen transformando el concepto tradicional de enseñanza del idioma inglés. Este entorno virtual es una herramienta de aprendizaje segura, gratuita y fácil de usar permitiendo un apoyo al desarrollo educativo y motivante para el estudiante.

El propósito del uso de esta herramienta tecnológica durante Septiembre y Octubre es realizar actividades complementarias a las trabajadas en el salón de clase y así poner reforzar y ayudar a los estudiantes con el desarrollo del idioma inglés de una forma entretenida y practica teniendo en cuenta lo aprendido.

Los pasos a seguir para el ingreso a la página de schoology son:

1. Se crea un usuario y contraseña los cuales fueron asignados por el docente de manera personal e intransferible.
2. El profesor les da un código
3. Una vez el estudiante ingrese a dicho programa, podrá acceder de manera gratuita a las diferentes actividades, juegos y retos, elaborados por el maestro
4. quien ha tenido en cuenta las necesidades y los intereses de los estudiantes y del contexto respecto al proceso de aprendizaje la lengua inglesa. Durante un periodo de dos meses, debidamente estudiado y establecido por el maestro quien a su vez ha sido asesorado por educadores de la Universidad Sur colombiana capacitados en el área de inglés, se llevara a cabo dicho apoyo tecnológico con el fin de que cada temática vista en clase, sea reforzada por las TICs. Vale la pena resaltar que los estudiantes recibirán una retroalimentación que le ayudara a reconocer aspectos a mejorar y que de igual manera busca la motivación al trabajo autónomo. En el siguiente orden de ideas se ha establecido dicho proyecto de apoyo.

Cordialmente,

DIRLEY GONZÁLEZ
Coordinadora Bilingüe

JORGE ALEJANDRO CABRERA
profesor de Inglés de 5A

Appendix B

Letter to The Principal

Neiva, 24 de Agosto de 2016

Señor
Orlando Arias Rujana
Rector Colegio Colombo Inglés

Ref: Plan de trabajo para la implementación de la página virtual Schoology.

Comedidamente me dirijo o a usted para darle a conocer el plan de trabajo que se va a desarrollar con la implementación de la página de Schoology en el área de inglés para el desarrollo de la habilidad de Speaking.

Título: Implementación de la página virtual llamada "Schoology" para desarrollar habilidad de Speaking en estudiantes de 5A.

Definición Y origen de Schoology: Schoology es una plataforma gratuita de aprendizaje, sencilla y fácil de usar, pero también es un medio de interacción de docentes y estudiantes que comparten opiniones, recursos etc. Con Schoology se pueden crear grupos de alumnos, herramientas de evaluación, foros de debate, tablones de anuncio, subir recursos propios e incluso incluir recursos digitales externos. Schoology fue fundado por Jeremy Friedman, Ryan Hwang, Tim Trinidad y Bill Kindler en el 2009, cuando estudiaban en la Universidad de Washington, Estados Unidos, con una única misión de reinventar la forma en que la tecnología está siendo implementada en el aprendizaje y las aulas de clase

Objetivos:

· Analizar el desarrollo de la habilidad de speaking a través de Schoology.

· Sugerir diferentes estrategias comunicativas para incentivar el uso del idioma extranjero-Inglés.

· Desarrollar en los estudiantes la habilidad de speaking a través de diferentes actividades.

Descripción del Proyecto:
Los estudiantes ingresaran a la página de schoology con su respectivo usuario y contraseña los cuales fueron asignados por el docente de manera personal e intransferible. Una vez el estudiante ingrese a dicho programa, podrá acceder de manera gratuita a las diferentes actividades, juegos y ejercicios elaborados por el maestro quien ha tenido en cuenta las necesidades y los intereses de los estudiantes y del contexto respecto al proceso de aprendizaje la lengua inglesa. Durante un periodo de dos meses, debidamente estudiado y establecido por el maestro quien a su vez ha sido asesorado por educadores de la Universidad Surcolombiana capacitados en el área de inglés, se llevará a cabo dicho apoyo tecnológico con el fin de que cada temática vista en clase, sea reforzada por las TICs. Vale la pena resaltar que los estudiantes recibirán una retroalimentación que le ayudara a reconocer aspectos a mejorar y que de igual manera busca la motivación al trabajo autónomo.

Temáticas:
Propias del currículo previamente planeado a inicios del año. Las actividades estarán completamente relacionadas a los temas de la unidad 8 (A cold place) y 9 (The jurassic age) del libro Super Minds 6.

Población Objeto:

Estudiantes del grado 5A, los cuales están entre las edades de 9 y 10 años, con ciertas dificultades en la habilidad de speaking.

Tiempo:
Los meses de Septiembre y Octubre.

Recursos:
· Libro Super Minds 6
· La plataforma “Schoology”

Responsables

DIRLEY GONZALEZ
Coordinadora Bilingüe

JORGE ALEJANDRO C.
Profesor de Inglés de 5A

Appendix C

***Survey and questionnaire to students*.**

Research Study:
Influence of VLE, a VLE (VLE) to develop Speaking Skills in 5th Grade at a Private School
Objective: to identify learner's weaknesses in the EFL four skills and their interest in including technological resources during the classes.

1. ¿Qué es lo que más le motiva para aprender inglés?

2. ¿Qué se le facilita más en inglés?

3. ¿Qué se le dificulta más en inglés?

4. ¿Por qué cree usted que se le dificulta más?

5. ¿Qué actividades les gustaría trabajar para mejorar esa habilidad en inglés que más se le dificulta?

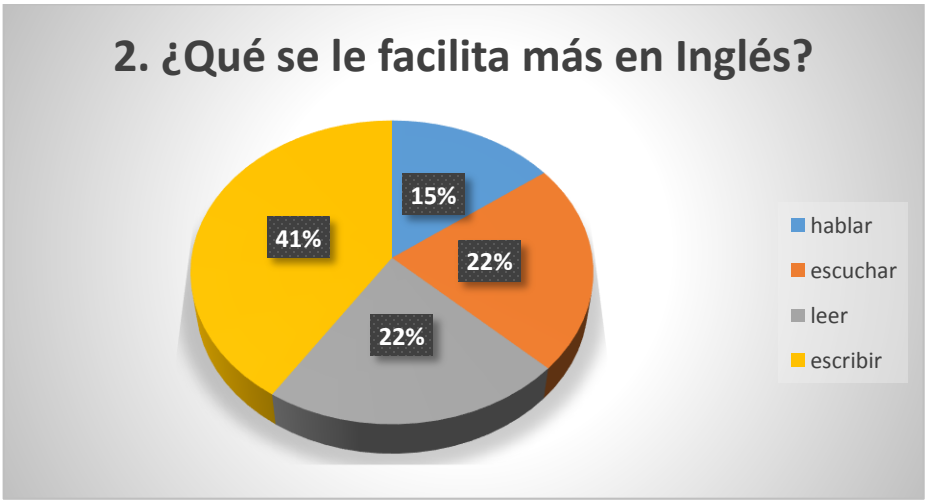
6. ¿Ha presentado alguna vez una prueba internacional?

7. ¿Qué recursos le gustaría que se implementara en clase de inglés?

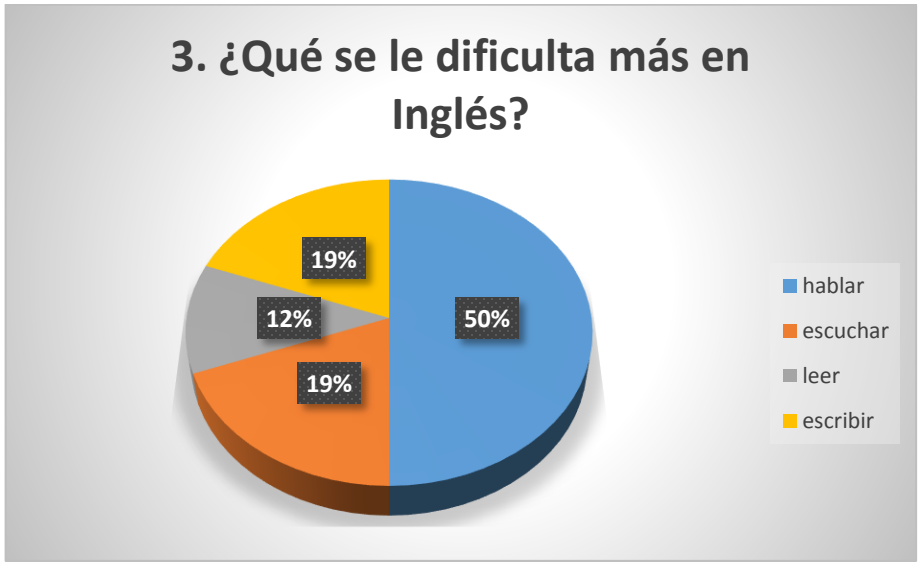
Thanks for your cooperation!

Interpretation of some data gathered from survey and questionnaire to students

According to the results shown in the first question 47% of students are motivated to learn English by the need to travel abroad; 16% of them like the type of activities carried out in the classroom; 16% of them want to learn English to have the opportunity to communicate with native speakers; 12% of them think the music motivates their interest in learning English and 9% of them,(the higher grades) said it made them feel motivated.

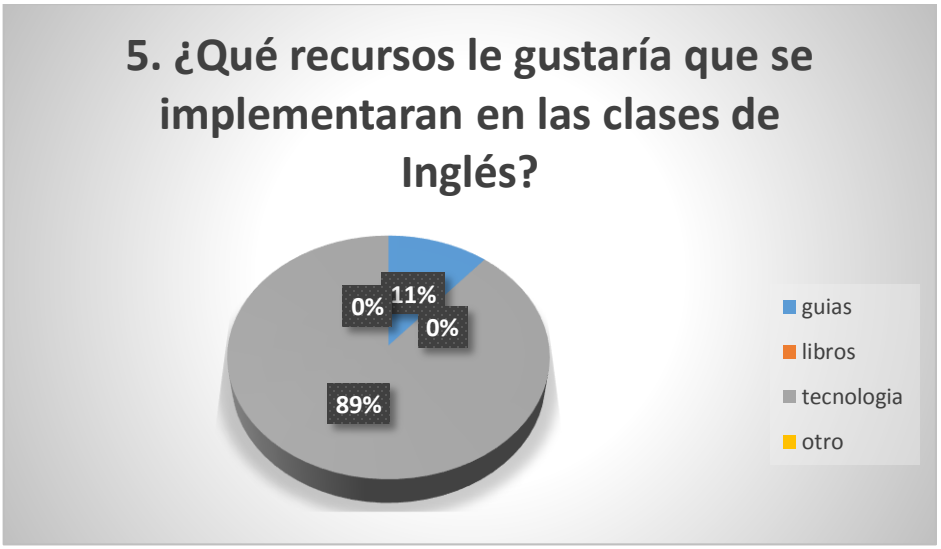


According to the results shown in the second question 41% of the students said the writing skill is the easiest, 22% of them the reading skill is the easiest one; 22% of them think that the listening skill is the easiest, and 15% of them believe that speaking is the easiest skill.



According to the results, 50% of students think that speaking is the most difficult skill to learn; 19% of them find listening the most difficult skill; 19% of them find writing the most difficult and 12% of them find reading the most difficult skill.

According to the results shown in the fourth question 67% of students have taken an international exam such as Movers, Starters and 33 of them have not taken an international exam.



According to the fifth question 89% of students prefer technological resources as the best option to utilize in the classroom and 11% of them believe that workshops are the best English resources to learn, the rest thought observations were best.

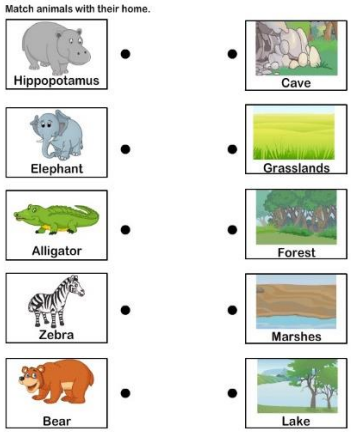
Based on the results, we can we identify how difficult it is for them to speak English and they would like to use technological resources whilst doing English activities.

Appendix D

Speaking test in the diagnostic stage

Research Study:
Influence of a VLE to develop Speaking Skills in 5th Grade at a Private School

Objective: to measure 5th graders' speaking skills. It assesses proficiency levels in the areas of: fluency, grammatical accuracy, linguistic range, phonological control using the situation that they were given. A rubric was used to test the speaking ability.



QUESTIONS:

1. What do you see on the pictures?
2. What topic does each picture refer to?
3. Have you heard about those topics? Why?
4. How important are those topics in your life?

Appendix E

Survey and questionnaire to English teacher.

Research Study:
Influence of a VLE to develop Speaking Skills in 5th Grade at a Private School
Objective: to determine the teaching-learning process characteristics.

1. ¿Qué título de pregrado recibió usted cunado se graduó?
2. ¿Cuánto tiempo lleva laborando en el colegio Colombo Inglés del Huila?
3. ¿En cuál de los tres niveles ha laborado más preescolar, primaria o secundaria?
4. ¿Qué grado(s) le ha asignado en ese nivel en los últimos tres años?
5. ¿La institución cuenta con una malla curricular para la asignatura inglés?
6. ¿Con que recursos de apoyo cuenta para la enseñanza del inglés, que le suministre el colegio?
7. ¿Además de lo que el colegio le suministra para la enseñanza del inglés, usted qué apoyos adicionales utiliza usted para enseñar esta asignatura?
8. ¿Cuál de las habilidades del idioma inglés, (Listening, Reading, Speaking, and Writing) usted hace más énfasis en los grados que orienta? ¿Por qué?
9. ¿Cuál de esas habilidades se le dificulta más al grado que orienta? ¿Por qué?

Thanks for your cooperation!

Appendix F

Interactive activities in a VLE.

Research Study: **Influence of a VLE to develop Speaking Skills in 5th Grade at a Private School** **Objective:** to establish the topic, kind of group, tasks online, task and its corresponding directions to develop each part of the online activities to excel speaking			
week	topic	Activities in class	Online practice
1	Habitats	• Getting information about habitats from textbook. (reading) • socialization of the peer work in front of the class • self-evaluation • co-evaluation • teacher's feedback	• Games about vocabulary related to habitats • voice recording and transcription • use of the computer lab and power point
2	Taking care of animals	• Getting information about habitats from textbook (listening) • socialization of the peer work in front of the class • self-evaluation • co-evaluation • teacher's feedback	• Video about animals • Questions to answers • Voice recording • voice recording and transcription • use of the computer lab and power point
3	Jurassic	• Getting information about habitats from textbook. (reading) • socialization of the peer work in front of the class • self-evaluation • co-evaluation • teacher's feedback	• Video about animals • Questions to answers • Drawing and describing my favourite Jurassic Animal • voice recording and transcription • use of the computer lab and power point
4	Weather	• Getting information about habitats from textbook and internet, news. (reading) • socialization of peer work in front of the class • self-evaluation	• Video about the weather • Questions for discussion • Voice recording • voice recording and transcription • use of the computer lab and power point

		• co-evaluation • teacher's feedback	
5	Global warming	• Getting information about habitats from textbook and internet, news. (reading) • socialization of the peer work in front of the class • self-evaluation • co-evaluation • teacher's feedback	• Video about the weather • Questions for discussion • Voice recording • voice recording and transcription • Use of the computer lab and power point
6	The earth	• Getting information about habitats from textbook and a video. (reading and listening) • socialization of peer work in front of the class • self-evaluation • co-evaluation • teacher's feedback	• Video about weather • Presentations • Voice recording • Voice recording and transcription • Use of the computer lab and power point
7	Recycling	• Getting information about habitats from textbook. (reading) • socialization of the peer work in front of the class • self-evaluation • co-evaluation • teacher's feedback	• Video about the weather • Presentations • Voice recording • voice recording and transcription • use of the computer lab and power point
8	The place I would like to live in	• Getting information about habitats from textbook. (reading) • Socialization of the peer work in front of the class • self-evaluation • co-evaluation • teacher's feedback	• Presentations • Work in paint • voice recording and transcription • use of the computer lab and power point

Appendix G

Class Observation Form

Research Study:
Influence of a VLE to develop Speaking Skills in 5th Grade at a Private School

Objective: to identify how they felt when working with the oral communication activities.

Class observation date: _____

Topic: _____

Speaking activity: _____

Type of group activity: _____

Objective: _____

Time length: _____

Description of the speaking activity: _____

REFLECTION UPON THE SPEAKING ACTIVITY:

Positive aspects:

Negative Aspects:

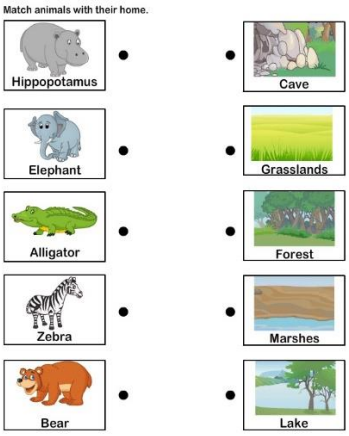
How would you improve the activity?

Appendix H

Speaking Test. Evaluation Stage

Research Study:
Influence of a VLE to develop Speaking Skills in 5th Grade at a Private School

Objective: to check 5th graders progress in speaking



QUESTIONS:

5. What do you see on the pictures?
6. What topic does each picture refer to?
7. Have you heard about those topics? Why?
8. How important are those topics in your life?

Appendix I

Teacher's reflection questions

Reflection on Session No. 1.

My students were not successful at the beginning because they had problems with the construction of the sentences and lacked the vocabulary to do the first activity. 2. Yes, because the topic was according to the syllabus and contextualised with the student's life. Moreover, instructional decisions had to be with speaking ability and the help of his/her partner. 3. Everything worked well, the organization of the students: high achievers with low ones, the use of devices like the mobiles to record their voices and the computers to do their transcriptions. 4. I think the time was inadequate because I needed 3 hours and I only had 2 to apply this session. 5. To ask for much time, one hour more. 6. Yes, they understood the exercise structure. I repeated many times and confirmed the instructions with them. 7. Yes, they were clear, they understood what they had to do during the session. 8. Yes. Definitely. High achievers help low ones to achieve their objectives. 9. I need to teach how to record the voice effectively on a mobile. 10. I think it was self-confidence.

Reflection on Session No. 2

1. They continued having vocabulary problems. They needed an English dictionary lot. 2. Everything was according to students´ needs. 3. Everything worked well because they effectively used the mobile to record their voices and the time was sufficient enough to do the whole activity without any break. 4. Nothing. Everything worked perfect. 5. To ask to keep the 3 hours. 6. Yes, because now they had experience with the exercise. 7. Yes, I confirmed what I had said before. 8. Yes, because low achievers always ask for acceptance for what they had done from the high achievers. 9. How to do a better presentation. 10. The attitude towards the English language.

Reflection on Session No. 3

1. They needed to look for a dictionary the unknown words. 2. Yes. 3. Everything worked well because now they were enjoying the activity. 4. Nothing. They felt happy with the activity. 5. To continue couching them. 6. Yes, everything. They did the exercises with enthusiasm. 7. Yes, they had experience with these kinds of instructions. 8. Definitely. Low achievers always receive pieces of advice from high achievers. 9. Nothing. 10. Anxiety.

Reflection on Session No. 4

The unknown Vocabulary killed them. 2. Yes. They were in accordance with they needed. 3. Everything. 4. Nothing. 5. Congratulate them for the effort. 6. Yes. 7. Yes, I always confirmed with them if they understood the instructions. 8. For sure. The help of the high achiever was significant to help the low achiever. 9. That people always can overcome their weaknesses if they want to. 10. Risk taking. 10. I think students learnt to work with a different types of people. I mean, they found many opportunities to reply to the diverse responses partners bring to the questions raised. And Cooperative learning was especially helpful for students who have difficulty with speaking ability because they were continuously encouraging them to speak. They received a great deal of feedback from their partners.

Appendix J

Student's self- reflection questions

Group No. 1. Response in their self-reflection

They expressed that their mistakes were on pronunciation. "cometí errores en la pronunciación de algunas palabras". On the second questions, they thought they had made sentence correctly, "creo que si". Their perceptions about their voice recording, they answered they felt afraid of making mistakes, "me daba temor grabar mi voz por si cometía errores". They did not feel shyness. "no me dio timidez ni nada". When working out the answers one student was helped by his partner in vocabulary. The learner did not know the word. "mi compañero me colaboró en vocabulario que no sabía". They liked the activity because it was different and the speaking task was developed with a partner. "me gustó de la actividad que es diferente y es con nuevos compañeros". The couple expressed they did not want to change anything about the activity, they liked it. "nada, todo de la actividad me gustó". no cambiaría nada de la experiencia".

Group No. 2. Responses on their self-reflection

Students made mispronunciation of some words. " Cometí errores en la pronunciación de algunas palabras". The couple thought they said sentences correctly. "Yo creo que sí". They did not feel afraid of recording their voice. " Me daba temor grabar mi voz por si cometía errores". They did not feel shy when working with a partner. "No me dio timidez ni nada. Students collaborated with each other in vocabulary they did not know. "Mi compañero me colaboró en vocabulario que no sabía". They liked the activity, for them it was different, they worked with new partners. "Me gustó de la actividad que es diferente y es con nuevos compañeros". They liked the activity as a

whole. “Nada, todo de la actividad me gustó”. They stated they would not change anything about the experience. “No cambiaría nada de la experiencia”.

Group No. 3. Answers on their self-reflection.

This group expressed that their mistakes were in pronouncing the Word “science”, “each”, “favorite” instead of foreign. “Cometí errores gramaticales tales como al decir la palabra “science” y pronunciarla incorrectamente; al igual que con palabras como “each” y decir “favorite” cuando debería ser “foreign”. They thought they made sentences correctly but pronunication was the problem. “Elaboré oraciones casi perfectamente, aquello que no permitia un mejor uso del idioma era la pronunciación”. This group was afraid of recording their voice. They cared about speaking in English. “Si, pues tenía miedo de equivocarme al hablar en inglés”.

They expressed that they did feel any fear, shyness when working with a partner. They trusted each other. “No, mi compañero me inspiraba confianza.” This group expressed that they needed their partner’s help when writing in English. In this case saying the answer correctly. They liked the experience because they learned more about pronunciation. “Si, porque aprendí un poco más sobre la pronunciación del idioma inglés”. They liked their experience. They thought it was interesting. “Todo sobre la actividad me gustó, me pareció una actividad interesante”. They expressed that they wanted to change roles. “Que pudiesemos junto a mi compañero cambiar roles”

Appendix K

Transcriptions about DISCUSSION ABOUT THE GLOBAL WARMING

ST9: the trees and leaves for write kill animals

ST15: I was a people who destruct the nature and the natural resources don't have because the man sell them

ST10: the man cut the trees to have more paper and it is no necessary for this- osea- for humans, for one human

TC: is it possible to use another resource to make paper?

ST10: yes because it is normal

ST1: yes because it is from the tree

ST9: no because it is form the paper

ST15: sometime we can reduce the use of paper

ST3: if there is no pollution in the air, there are no carbon dioxide for animals, humans, they are no dying

ST10: the reflection of this video are... ehh… about pollution in the world, that I have to help this because is more dangerous for together all the planet .

ST1: I think that they shouldn't use a trees for, I see how a man (pointing at the video) well, cut. I think that we should one day for humans to plant the trees, all humans' plant

trees. And you can cut for paper, but only a small part of trees. And this man (pointing at the video) cut all the trees.

ST8: it may be caused, the pollution, it may cause of the gas that go out of the cars, it pollution the earth and t produces the global warming.

TC: do you agree with him?

ST3: yes because "ST8" have a nice idea because the gas... hee… the gasses affect the planet with the air… yes the air, and affect the animals and human can died.

TC: you are a business man, so are you going to promote the gases from the cars

---

ST3: yes and no. yes because the gases can died the…the race of humans, animals….

TC: so, are you going to use the gas of the cars? No because they are affect the planet and they are dying humans and animals

ST6: If I am a business owner for this, I disagree because the humans need a form to transport from the locate to another locate, and we need the cars or the… the motorcycles

---

ST9: It is possible to use cars but we may use cars with solar panels that don't affect the planet and the global warming with the gasses of the cars.

ST6: It is possible but they spend a lot of money today with solar panels integrate to the cars, so an example is December is snowing, the sun is so low, so the cars don't move

ST9: I don't agree with "ST6", I am business owner but I will promote the electric cars and the vehicles sorry the bicycles. Because it is so, is so ambiental for the world because the gas of the car, normal cars is so dangerous for humans.

ST1: You can buy people machines, humans can create a machine or a car that use the solar sorry, sun. And the electric car can drive for all weathers. For example: if one day is snowy you can use this car (showing one hand) and I think the, when the weather is sunny you can use the electric cables and put this in one car and put the… the... the object and transport it with solar panels.

ST6: I disagree because is sunny and the solar panel suffer a charge and the parts can broken

---

QUESTION 2:

ST2: Humans die, and animals and plants because pollution affect humans and animals

ST9: The global warming can have (how do you say huecos) holes and cause and environmental problem and contaminate the world and pollution. And if I am going walking in the floor I see trash in everything

ST10: I agree with "ST2" because what is continue for pollution is made by all die, because is very dangerous that the weather report that pass class that may that all the countries are changing that all.

ST4: I think that the pollution of the air don't continue for the earth because it won't help the world, I and my friends and other people will disappear because if don't have plants for the oxygen and the air, we don't have water. If we don't have the necessary important things, we will die.

ST6: I am partly agree with environmentalist, because yes, the earth if continue with the pollution is sick

ST5: I agree and disagree because if we finish the pollution the human get good acts. The animals sometimes can die for the environment

ST14: The zone layers are destroyed and the rise of the sun affect the body of the humans and the humans can died.

ST15: I agree with "ST4" because gas is very dangerous for earth and humans.

ST6: Finish my answer to the pollution the ozone layer can disappear, Yes! But however we can no forgot the buildings, we have built to protect the animals and we can make forums and the humans save them.

ST_____?: this factories are negative for the earth because this contamine, sorry pollution, sorry pollute all the.. And destroy the atmosphere

ST1: I think that this machines affect more and more the earth because the zone layer have holes and the humans destroy and destroy and then we haven't oxygen and this machine expulse the gas to destroy the earth.

ST2: I think it is a negative impact because the gases of in factories it is possible melting icebergs and melt a continent with water

ST3: It is positive and negative because the gases of factories can die animals, sorry can kill the animals and humans. And positive because they are produce for the humans.

ST4: I agree with for the answer of Valentina and I agree for the answer of Julio because is so dangerous the gas from the factories but is necessary factories because it produce some objects that we need. But is so dangerous!

ST5: That negative effect because the gases of the factories destroy the ozone layer and if scientists build a new technology, factories don't pollute.

ST6: I think what is positive and negative in part to the planet. Positive because need factories and if factories don't exist where are the humans? Don't exist the food, the buildings. We need factories. And negative because it kill the trees and pollute the air the ocean and the animals who is living things.

ST7: Negative because factories with small contaminated the air

ST8 : The use of factories have a negative point in the earth because the gas of go out of the factories kill all the oxygen and the trees is not going to produce more oxygen, and can died all of the live of the earth.

ST9: I disagree with the before answer of "ST6" because that he answer, that he talked about the main industries about and a farm to take care the animals. And if we make this industries we need to cut all the trees. And don't, my answer is don't make this industries to pollute the earth.

ST1: I disagree with Heiner because I think that the people don't need more objects because for example the farmer has a kitchen and a kitchen put eggs, sorry chicken, a chicken a chicken put eggs and the polos make the food.

ST6: I have a question. Yes the farmer the chicken but however how the chicken feed with this, and we need the factories make the food for the animals and the humans and for this we need the factories for everything.

ST3: The factories don't replace in the food and the animals don't aliment the food.

ST1: It is no necessary all type of factories, because is probably there. You can use this machine but the people that they have to use all these. People think in (how do you say moda?) think in fashion and it is no necessary

ST6: With the answer, sorry to "ST1's" answer, yes! The factories have a small of the pollution but the factories we need, and yes a small part, but we should make a factory that can use sun and protect the earth with causes like smoke of pollution the earth.

ST5: I agree with "ST6" because we shouldn't need the factories that produce smoke because the scientist over the world and factories don't pollute, and the electricity is form energy of for the sun.

ST8: Have a pollution that is more pollution in other cities, because in Neiva I recycle and a part of the trash that I put in the floor but isn't take care of the trees, the gas of the cars, the gas that produce motorcycle. The other machines that destroy the trees. That we cut trees more than oxygen. And this can have a good idea. But in Neiva we have to be positive to the gas

ST10: I see from Neiva that there is more trash, that we may…, I see from my house to the school and the school to my house that this way more bins and school and all places.

ST1: I see legs have less thrush, the humans, people form Neiva should put the thrush in bins and for example in school, the children's eat and put the paper on the floor. You should put this paper in a bins. The person should say don't put this in the floor, but the childrens put this on the floor and need for humans put this in the bin.

ST9: I think that if we make a revolution of the contaminated in Neiva, if we stop cut the trees and plant more plants and help the animals that is in the flore. Help to the industries that don't make many things that we don't need. Like the shoes, that we need shoes, the necklaces. Things that nature may make.

ST4: I think that in Neiva, there are so many papers and garbage in the floor, all places in Neiva and in some parts of the world. And I think that this action can disappear if the people from Neiva think of the world. And no for the other people, and with the animals and the plants, with the oxygen, with all the world.

ST3: I will create robots and they are (how do you say plantar), they are going to plant plants, vegetables, fruits and plants and they are dying without the oxygen.

ST2: in Neiva more people cut trees for the industrion, houses, and neighborhoods and for this trees may disappear and… - teacher how do you say poco aire- there is not enough air and cant not oxygen.

ST6: I am…. no, I partly disagree with "ST3" because if we make robots I wouldn't clean the thing but the technology don't have it so far. For this exist the people that take the thrush and recycle them. For this I partly agree with environmentalist, because yes! They plant more trees, plants to the people to live better.

ST5: I think that the mayor problem of the pollution in Neiva is people because sometimes when I go to my cousin's house the people don't plant in the earth, and there is just earth.

ST4: I that person because It is so bad for the environment and this is so part of the solution and a small part of that person, the person needs some plants and is difficult that.

ST1: I agree with "ST4" because you say a person, catch this and put it in bags and mora say the same of mine.

ST9: I agree with mora and "ST1" too, because if I am a police that take care the nature, I will take the person and (how do you say llevarla), and carry the person to the police station and I ask don't make more… don't destroy the nature.

Appendix L

Transcriptions about a Debate on Dinosaurs

ST8: The cause that dinosaurs may cause the extinction, a meteorite of… of the space… and put it down in the air and to the floor of living things that are in earth and in all the world and elevate the earth and the animals are going to died, and the dinosaurs because they extinct from that .

ST10: I think what "ST8" say is true, I think yes. I think that the cause of the dinosaur extinct. The impact for the earth is more force that all world destroyed and for that reason all died.

ST4: I think… And the histories my mom and my professor said me that air rock felt in the world and this rock kill too many dinosaurs.

ST11: I think that causes of dinosaur extinction …it's a one space rock shocked with a volcano in impact here and causes and explosion …that causes the dinosaur extinction.

ST5: I disagree…because yes! An asteroid feel into the air and kill animals but not all…because today there's living fossils.

TC: Do you agree that an asteroid have killed the dinosaurs or not? But you are going to make arguments…

ST1: Yes I agree because to scientists and my opinion…The asteroids killed the dinosaurs and extinct with this explosion. And yes! I agree with an asteroid killed the dinosaurs.

ST8: Yes! Because a theory of scientists says that a meteorite built in the air and destroy all the life…And regenerate in years.

ST5: I disagree because with this because other things can kill dinosaurs. But I heard that and explosion kill the dinosaurs but only a small percentage.

ST4: I agree because the story that I think is the rock from the space felt in the earth and kill the animals

TC: What could happen if dinosaurs still alive?

ST14: If dinosaurs still alive, can eat… sorry the carnivores dinosaurs can eat the humans, because the carnivores dinosaurs only eat… eh… meat.

ST2: If dinosaurs live it is very fantastic, because they are very big and I like many the dinosaurs, and it is very fun.

ST15: The dinosaurs can eat the trees and the plants and then we don't have plants.

ST3: The dinosaurs may finish with the humans and they will create another habit in the planet.

ST1: I think that the humans may scared with the dinosaurs, and dinosaurs can fun with humans, and the dinosaurs… the humans… don't live.

ST8: If dinosaurs still alive the life of humans of the previous age, or age in Adan y Eva put in the earth maybe they died. And all humans that you can see, for example ST5, ST1, ST6 isn't exist today.

TC: What would you do if you can travel to the Jurassic age, what could you do to avoid dinosaur's extinction.

ST2: I would travel to the space and take back the asteroid and for the no explosion in the earth and the dinosaurs don't die.

TS3: I would take dinosaurs to another part of the planet where they are not, the meteorite don't destroy many… many parts

TS5: if I go to the Jurassic age I would go with scientist and builders to construct a hipermega rock to destroy the asteroid.

ST14: I become a superheroes and I would take them to other galaxy

TC: Could dinosaurs survive in today's climate's conditions

ST8: Yes, because the climate warming… no sorry, the global warming isn't going to exist because the dinosaurs will kill the people

ST1: I think we… dinosaurs can survive with today climate changes because they have more stations

ST11: I think that dinosaurs can survive in the today climate because the dinosaurs evolution, sorry evolve and can adapt in today's climates changes.

TC: What are the differences between dinosaur's extinction and our animal's area?

ST8: The difference of distinction of between our animal's era is that the animals that live in our era… era cared by humans but in other parts they are not the dinosaurs were with the a meteoroid… sorry with an asteroid

ST2: the asteroids kill the dinosaurs, and animals that extinct in this era is because the hands of the humans for example the skin, the soft hair.

ST5: The difference is that… eh... the dinosaur's extinct cause was the asteroid that was natural but the todays the animals are dying for the global warming and the human

ST1: The animals are extinct you in the first video you can see habitats in not conditional, sorry no good conditionals… ehh... not good conditions, because the people put the papers in a place… people make pollution.

TC: Do you think that some today animals can extinct as dinosaur's extinct?

ST8: Yes and not, because the electrical of an asteroid and… destroy the animals but they cannot be destroy the asteroid first because the humans technology are evolution… (teacher how do you say evolucionar"…. are evolve and can't put the asteroid put in risk the earth.

ST1: I thinks that animals today, yes, can died with an asteroid because the asteroid can be died all the dinosaurs and the dinosaurs can be all kill and, the animals today can died with and asteroid.

TC: Why have animals been extinct?

ST8: Dinosaurs been extinct because if dinosaurs live here, the problem of here, all the humans may be died, because this is the of the reason they live in other era. And the animals are extinct because the humans kill all the animals…. what can I do? (sad face)

ST1: The animals today extinct because the humans pollute… make a pollution to the earth, for example when you see a habit that have thrush, you can cash this and put it in a bin and the water is contaminated.

ST3: Yes teacher, because today the animals extinct is because the humans are cut the trees and kill the animals, and don't generate this animals, and they nature.

TC: If you were a scientist what can you do to avoid the animal's extinction?

ST8: If I were a scientist I am going to tell the government that put a warming to animal's extinction and prevent the kill of animals in extinction, all animals, respect their lifes and don't use their natural habits.

ST11: Well, if I were a scientist I will reconstruct the habits of all the animals because the humans are pollute of the animal's habits.

ST5: If I were a scientist I will…. avoid to give medicine to the animals and stop to pollute the earth so the animals don't die.

ST1: If I was a scientist I will make medicine for the animals to extinct, and when animals sick I will give the medicine, so animals live more years, other year.

ST3: If I were a scientist I will create a place where animals can live in a very good conditions because the humans can kill this animals.

Appendix M

Transcriptions from Interviews

ST1: hello my name is ST1 and today I am going to talk about the Jurassic age. Hey, My name is ST1 and what is your name?

ST13: My name is ST13

ST1: Nice to meet you, can I make a question to you?

ST5: well, the first question is… do you do anything to protect endangered animals species in terms of climate changes?

ST13: yes! If I could do, I would take to the scientist that avoid the cost to the animals in extinction danger, and I say them to protect their habits and see better conditions.

ST1: do you see in the Magdalena more pollution?

ST13: yes I have seen… thrush in the river.

ST1: and do you make an action with this.

ST13: if I can do something, I would put a sign that say avoid to trough thrush in the river.

ST1: if you see one of your friends through thrush what can be your action?

ST13: my action is that to take this bags that is polluting the air and we can take.

ST5: thank you for this time, and next we continue with more news.

I2

ST8: Good morning lady

ST2: how are you today?

ST16: I am good thank you

ST8: well… we are going some questions to you. Ok.

ST2: do you think some today's animals can extinct as dinosaurs did?

ST13: yes, because in this moment I have a better of people can kill the animals.

ST8: what would you do if you were a scientist to save their habits?

ST13: I would a habits with animals and to tell the people of the habits and not kill this animals

ST2: if you travel to the Jurassic age what can happen?

ST16: I will see a dinosaurs T- Res

ST8: ok, thank you so much… see you other day.

I3

ST15: we are going to make some questions about dinosaurs; the first question is what the causes of dinosaurs' extinction were?

ST10: some people say that are two theories, some people said that one and some people say that others…one cause of dinosaur extinct is that a volcano explode and extinct the dinosaur, and other theory is an asteroid explode with the air.

ST4: ok, second question: would dinosaurs survive in the today climate conditions?

ST10: some dinosaurs can survive others dinosaurs cannot survive …..Other dinosaurs can live on the earth and other in the sea.

ST15: what would you do if you see a dinosaur? You take a photo or run away?

ST10: if I see a dinosaur, I take photo and later I run away. But I take so much photos.

I4

ST14: good morning how are you today?

ST13: I am good, fantastic and you?

ST2: well, today we are going to ask you questions

ST14: well, the first question is… Could dinosaurs survive in today climate's conditions?

ST13: it's difficult because the dinosaurs need more rain and ehh… in this moment it not can't rain more

ST14: Ok, I agree with your answer!

ST2: the second question is, if you could travel to the Jurassic age what do you do to avoid the dinosaur extinction?

ST13: I convert in superman and I throw the meteoroid for another galaxy

ST14: really?

ST13: Yes!

ST14: I agree with your answer.

ST2: I do too!

ST14: thank you for your answers and see you tomorrow.

I5

ST3: Good morning, how are you today?

ST12: I am very good thank you.

ST3: well, in this day I have a question with dinosaurs…eh….the first question is what could happen if dinosaurs still alive?

ST12: well, I think…it could be more dangerous because the dinosaurs are carnivore and humans cannot protect that

ST3: it is a good answer, thank you

ST4: well now, do you agree that an asteroid have died the dinosaurs? Yes/no and why?

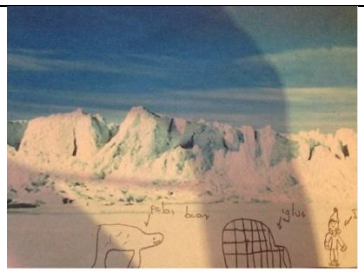
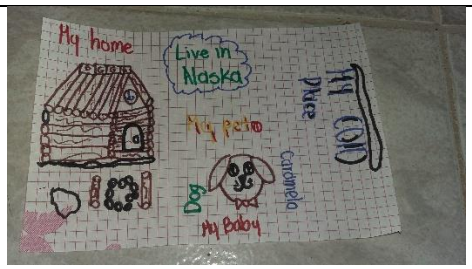
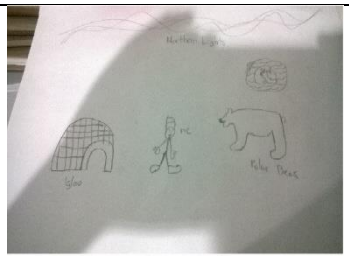
ST12: I don't know because exist so many theories that dinosaurs died but I think that dinosaurs died because exist a volcano under the surface and that produce that dinosaurs died.

ST3: you have good answers and I thank you and that's it. Good bay thank you.

ST13: thank you, bye.

Appendix N

Pictures done by the students

<table>
<tr><td>  </td><td> 
</td></tr>
<tr><td> </td><td> </td></tr>
<tr><td>  </td><td> </td></tr>
</table>