

How Can Seventh Graders' Self-confidence to Speak English Be Fostered Through the Use of
ICT's at an EFL Public Institution?

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Abstract

This action research was aimed at fostering the student's self-confidence to speak English through the use of Information and Communication Technologies (ICT's) at a public institution in Bello. Data were collected through three oral assignments, a questionnaire to the CT and the students, and a journal. Data analysis demonstrated the potential usefulness of cell phones, videos, PowerPoint presentations, and the video beam to foster students' self-confidence to speak English because of the interactions they have with the devices. Moreover, a positive impact of these technologies for learning English in general was also found. However, some limitations such as the lack of resources and lack of teaching experience affected the development of the study and kept it from obtaining better results.

Key words: Self-confidence, Information and Communication Technologies, Interaction

Degree Requirement

This action research project is submitted as a requirement of the Bachelor of Education in Teaching Foreign Languages (English-French) at the Escuela de Idiomas, Universidad de Antioquia, in Medellín, Colombia.

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Preface

Due to some external factors, I lost my self-confidence to participate in class at some moments throughout the program. Thereby, in this practicum stage I decided to explore this issue at my practice center in order to improve my own self-confidence and my students' to speak English, taking into account that they expressed the same concern at the beginning of the practicum. I had to decide on a strategy to achieve this, so I thought that an appropriate tool to trigger students' self-confidence to speak could be the inclusion of the Information and Communication Technologies in the English class. I thought so because the institution had the resources, and based on my experience, I discovered that there are multiple interactive materials and ways to engage the students with their own knowledge. In this action research, ICT's proved to be useful and effective to achieve different educational purposes.

Description of the Context

Sagrado Corazón is a public mixed institution located in Bello, Antioquia that offers education from preschool to eleventh grade in the morning and in the afternoon. The number of students per group ranges between 40 and 45. According to the institution's educational project, Sagrado Corazón has 14 teachers with a teaching degree, 8 specialists, 4 professionals, and 1 "normalista". This institution is relatively small but some classrooms have televisions, others have a video beam, and there is Wi-Fi connection that can be used by the teachers for educational purposes.

Its philosophy is framed on the purposes and principles that regulate the Colombian Constitution of 1991, the General Law of education of 1994 and its statutory degrees. It is aimed at educating students within ethical and moral values that pursue the integral development of the person and respect for the difference. Regarding the vision, Sagrado Corazón is expected to be, in the year 2020, an educational institution of academic, technical and axiological quality that provides students with civic competences that allow them to get on assertively in the society and be committed with its transformation. The institution was created to fulfill a sociocultural labor, according to the community's needs and interests, guaranteeing the right to education with equity and quality coverage, and a methodology based on formal classroom education. The institution's pedagogical model is related to a fusion between the social model and the developmental model. The first one proposes the maximum and multifaceted development of the individual's capacities and interests while the second one holds that the educational goal is to get each person access progressively and sequentially to the higher stage of intellectual development based on the individual's needs and conditions.

The cooperating teacher (CT) worked in the private sector for ten years, but she started to teach in this high school in 2018. She holds a degree in English teaching from Luis Amigo institution. Concerning the teaching material, she uses photocopies, videos, images, some personal books, and some bilingual Oxford dictionaries. One characteristic of the teacher's practices is that although the materials are designed in the target language and she gives the students the pronunciation of the words in this language, she does not speak English all the time, so the instructions are generally given in Spanish and sometimes she uses translation as a teaching strategy.

The students are seventh graders between 10 and 12 years old whose parents are traders, bricklayers, drivers, or work in various jobs and belong to social strata 1, 2 and 3. They have a low level of English and despite the teacher's effort to provide them with the necessary input for achieving their oral output, it is not always possible. They like to work in groups and their interactions are good because they usually treat each other respectfully. They have disposition to learn English because they ask questions, and sometimes they even prompt their partners to be quiet and listen to the teacher and other classmates. However, they are undisciplined, so the class environment is sometimes a little hard because they do not listen to the instructions and waste a lot of time.

In relation to the syllabus in primary level, they have English classes two hours a week while in secondary the intensity is three hours a week. It is based on "the new basic standards of foreign language skills". One of the objectives of the syllabus is to provide bases for learning a second language allowing the student to get into social, labor and cultural context through the development of oral communicative skills proposed by the Common European Framework. It is important to consider that the goal for sixth grade is the development of communicative skills in

order to know, express, build and interpret vocabulary and grammar structures through ludic activities, as well as the permanent study and assessment to develop personality.

Another feature of the syllabus is that it is intended to teach English integrating all the different areas of knowledge such as natural sciences, social sciences, mathematics, etc. As methodological strategies the syllabus contemplates the using of ICT's, elaboration of conceptual maps, presentations, reading and comprehension of texts, listening exercises and pronunciation, video analysis, material design, collaborative work, construction of texts, guided writing and discussions.

Statement of the Problem

Concerning the importance of English for the institution and the CT, it seems that English teaching in my practice center is relevant because the institution has a syllabus aimed to develop the communicative competence that allows the students to get into the social, cultural and labor dimensions; this may be why its English teachers are trained to teach this language. In relation to my CT, I think she does not follow a specific teaching approach; she takes pieces of different methods and approaches to develop her class, and I noticed that she promotes the group work as the teaching-learning strategy.

During my sessions of observation in Sagrado Corazón in order to determine the issue related to the English teaching-learning, I concluded that the main problem was related to the lack of students' self-confidence to participate in class. I observed that many students complied with the tasks that the teacher demanded, but when they were asked to share their answers, they were not willing to do it. As a consequence, after asking them for voluntary participation, the teacher chose them at random, but when they participated they seemed to be uncomfortable. For example, when they did their presentations they just did it for the teacher, hence most of the

group could not listen to what their classmates were saying. Likewise, every time the teacher asked about the answers they had, they preferred to be silent and just one student answered her question even if they knew the answer.

In order to have evidence of the problem I identified, I wrote some reflections on my personal journal and I gathered some information through a four-question questionnaire. Concerning my journal, on July 24th, the teacher wrote some questions related to sports on the board for students to answer, and in the socialization moment she called some students and asked the questions, but the students barely answered. The teacher continued asking the questions choosing them from the list; some students answered but others did not. In another observation on July 31st, the students should reproduce a dialogue in which two persons were speaking about the sports they liked, but this time they could use their notebooks. I think this was a good way to foster students' self-confidence to speak. However, I noticed some insecurity to pronounce; every time that they said something they looked at the teacher with doubt, expecting her approval.

In addition, on August 21st I proposed to do a presentation about themselves. Before the activity I gave an example with my personal presentation and I asked them some questions. The intention with this activity was to activate their background knowledge and prompt them to try to use the language in the class. In this session I observed that they worked actively on the writing part, but when I asked them to do the presentation orally, many students told me they were afraid of doing it. Moreover, on August 28th the teacher told them they would have a test on the second hour, so she asked them to make groups of four to do a review of the topics of the test. A student asked the meaning of "he", his partners said they were not sure, so they asked the teacher. This

situation shows their linguistic insecurity which somehow would reflect their lack of self-confidence to participate.

In relation to the information gathered through the questionnaire about their self-confidence, I asked them why they thought it was so difficult to express their ideas in English; they said that they were afraid of using the wrong words: “we are afraid of saying the wrong words because we might be mocked”; “I think it is because we do not speak well and our partners could make fun of us”. Another student considered that in addition to mockery, their ideas might lack relevance: “I think it is difficult because we are embarrassed or we believe that our ideas are not important”. Furthermore, a student said that she felt uncomfortable because when she made mistakes, her classmates laughed: “when I make a mistake everybody laughs”. Other answers were related to the lack of vocabulary and good pronunciation. The last question I asked them was how they thought they would improve their participation in the English class. They said that one way was to overcome their fear and shyness by trying to speak this language: “To enhance my participation I should overcome my shyness”, “I should trust myself more”.

In conclusion, through the questionnaire I could know more about my students' lack of confidence to speak. Hence, I discovered that most of the students were not confident enough because they were shy, they felt embarrassed once they attempted to speak; they felt intimidated or some kind of pressure from the group which interfered in their oral output. I could say that the data collected through the questionnaire somehow helped me comprehend why when the CT asked them something in class, they preferred to be quiet. Additionally, I understood the importance of self-confidence when we are learning to speak another language.

Theoretical Background

Developing oral skills in a second language is critical for communication purposes. However, there are situations that hinder this development such as low exposure to the language and personality factors. Self-confidence influences this ability, and Information and Communication Technologies (ICT's) can become the perfect tools to build this confidence in EFL contexts. In the following lines, I will elaborate on the theoretical concepts that guide my action research proposal. First, I will refer to the ICT's and the multiple possibilities they offer for the construction of learning, then I will explore some affective factors in second language acquisition, specifically, self-confidence as an important affective factor for language production.

Information and Communication Technologies (ICT's)

Nowadays, we live immersed into a society where the information and communication technologies permeate all socio-cultural spheres. For this reason, in general terms its integration into the foreign language teaching and learning process is relevant, so it is important to conceptualize its meaning. According to Negoescu and Boștină-Bratu (2016), ICT's are resources that can be used to communicate, create, disseminate, store and manage information. For these authors, ICT's include computers, internet, cell phones, and other devices as projectors, software for presentations, videos, wikis, and interactive whiteboards, among others (p. 26). In addition, for Serostanova (2014), in the past decades, ICT's have provided people with possibilities of "lifelong learning" and have improved language skills (p. 188).

ICT's have been part of different language learning contexts. Beh-Afarin, Moradkhan and Monfared (2009) conducted a research study with Iranian EFL learners who were part of a language school whose native language was Persian. The objective of the research was to

determine whether teaching pronunciation through oral dialogue journals had a significant impact on the learners' pronunciation. The participants were 33 male adults divided into three groups: treatment (14 students), placebo (10 students) and control (9 students). The researchers did a diagnosis of the student's oral production through the Preliminary English Test (PET) in order to know whether they were in the same level; they also did a diagnostic profile with a questionnaire, and a pretest and posttest test of pronunciation. After the diagnosis, the teacher gave the students the instructions and materials they would use; the treatment and the placebo group should record their voices during two or five minutes in a CD that contained the Nero software with multiple possibilities to record. The treatment group had to record an oral dialogue journal similar to a conversation between the teacher and learners; the placebo group had to record monologues and reading aloud activities, while the control group should work on pronunciation practices following their course book.

The authors of this study demonstrated the effectiveness of the oral dialogue journals to enhance students' pronunciation and they maintained that this strategy could promote the practice of pronunciation outside the classroom. Additionally, they argued that students could increase their motivation to participate in class, and they could help them gain confidence and reduce their anxiety to talk: "Oral dialogue journal facilitates less anxious oral production and may serve readiness for face to face speaking of the ELF classroom" (Beh-Afarin, Moradkhan & Monfared, 2009, p. 32).

Virtual Environments

Pelaez (2004) states that virtual classes are based on the sociocultural theory proposed by Vygotsky. According to this theory, people have mental schemes that evolve through a mediation process and interaction with new knowledge. The former involves physical and

psychological tools; into the psychological tools, the language or semiotic mediation facilitates communication not only with other people, but also among new mental schemes. Moreover, the author states that the semiotic mediation has three dimensions: conscious realization, independence of context, and voluntary regulation. The first is related to an action that is planned or previously thought; the second refers to the communicative purpose of the action regardless the time and place it is done; and the third is related to freedom to choose when to do the action (p. 2). The author asserts that these three dimensions are involved in virtual environments because there is a combination of text and images which in turn, entails building new mental thinking and demands more complex structures. In this sense, Pelaez (2004) states that ICT's play an important role in the internalization process of knowledge -learning- because these technologies allow social interaction through processes of semiotic mediation, especially writing and image (p. 4)

Herrera and Sandoval (2014) carried out an action research in order to use the ICT's into the class at Universidad del Valle de Mexico. The aim of the study was the implementation of some innovate activities entailing the use of personal portable devices and to investigate about the impact of such intervention on the students' learning and use of English in class. The participants were 42 students from different programs at a university, whose ages ranged from 17 and 24 and were divided into two groups: beginners and intermediate. The researchers proposed the development of the activities over a period of eight weeks. They included the use of tools as an online dictionary and platforms such as Socrative and Edmodo in which teachers and students could post and comment their advances; something similar to Facebook but with academic purposes. The results of this study show that the students adopted Edmodo as a new way to communicate in English and there was a tendency to take exams in this platform rather

than on paper; the intermediate group used the monolingual dictionary and the students posted information in English. In conclusion, they reported some improvement student's English level.

Affective factors

The affective factors are named affective domains by Bown (2000). For him the term affect make reference to emotion and feeling, may be that is why he affirms that “the affective domain is the emotional side of human behavior” (p. 143). In addition, the realizing how these factors interplay or operate into the field of language acquisition is relevant because he states that “understanding how human beings feel and respond and believe and value is an exceedingly important aspect of a theory of second language acquisition” (Brown, 2000, p. 144). Brown divides the affective domains in self-esteem, inhibition, risk-taking, anxiety, empathy, extroversion, motivation, instrumental and integrative operations and character types. According to Brown Self-confidence is equivalent to self-esteem which guaranty somehow the favorable outcome cognitive or affective activity (p. 145).

On the other hand, the affective factors have two variables, one was concerning to the individual factor such as motivation anxiety, self-esteem, and personality; the other one is related to the relational factor; that is, the relation constructed between learner and teacher, and the second one the relation among learners (Guo & Wan, 2013, p. 58). They also state that all of them influence students' oral production and learning. Whereas Nazarova and Umurova (2016) emphasize on the importance that the self-confidence has into the learning language. So they express that the ability to speak in foreign language is a very difficult and it depends on personality, students' self- image, students' knowledge of the world and they also state that this factor noteworthy help to learners' desire to communicate in foreign language (p. 47-48).

In Keeley's work (as cited by Gaona, 2017. p.23), it is maintained that self-confidence is related to the level of confidence that people have in themselves which conduct to overcome obstacles and master challenges. This author also argues that people who have self-confidence know their limits and abilities, and they set realistic goals based on them; therefore, the person is aware of working step by step to materialize their achievements. That is why, in terms of learning this factor is developed through cumulative knowledge and practice of the language (p. 24).

Keeley (2014) highlights the importance of self-confidence into English learning process expressing that it is a determining factor for students' readiness to communicate in the target language, thus students who lack of self-confidence have the tendency to avoid expressing their ideas because they doubt about their abilities. Krashen (1982) cited by this author completes this idea claiming that those students who are fitted out with high self-confidence, a good self-image and a low level of anxiety tend to succeed in second language acquisition (p. 8). For Keeley, the term self-confidence is analogous to self-efficacy. Taking into account that, Bandura (as cited in Keeley1982) who expressed that "people guide their lives by their beliefs of personal efficacy", in other words, people's beliefs influence the impact of their actions; that is, whether the person considers that he or she is able to do something then he or she will try it, but, whether the person thinks that he or she cannot do it, then the person will not try it. The acceptance of making mistakes into learning language requires of self-confidence since it is a relevant constituent of the emotional resilience to get good proficiency of language. (p. 9)

In a paper published by the Teacher Education through School-based Support in India (TESS), the authors state that since speaking is an essential component in the language, it is relevant to build self-confidence to speak it. The authors suggest some activities aimed at helping

the students to develop this confidence. They argue that it is necessary to start by choosing a topic according to the students' interests, they also say that it is important to provide them with the vocabulary they will use for the oral output. They also highlight the importance of monitoring and giving them feedback, emphasizing on the prominence of incentivizing fluency instead of grammar correctness all the time.

In order to choose a topic according to the students' interests, they suggest presenting them a list of topics which may engage their attention. Taking into account that, I consider important to organize the topics and to make a list of them according to the institutions' syllabus and based on that, I would plan the class connecting the students' reality and the subject proposed. To provide them with the vocabulary they will use for the oral output, they suggest that the teacher should provide the students with the necessary lexicon and grammar. They also propose activities based on their lives, because it would activate their background knowledge. Likewise, they think that worthwhile give them examples previously to the activity but linked with itself and chunk of sentence that they can use, involving them through the questions, reminding them the tense that they should use. They state that it is worthy to support with images the activity if the intention is work in telling a story for example. In this sense, I believe that it will be useful trying to include all them into my practice as a future teacher.

To monitor and give them feedback they recommend avoiding the continued correctness during students' speaking because it can hinder the development of their self-confidence. They think that making mistakes is a natural into the language acquisition process; that is why they assert giving the feedback should aim to help students enhance their skill to speak and their self-confidence, hence, it is vital to avoid the criticism in this part of the learning process. They also

consider valuable highlight the language well used, avoiding saying the names related with the person who made the mistake and making positive comments.

Research Question

How can seventh graders' self-confidence to speak English be fostered through the use of ICT's at an EFL public institution?

General objective

To foster students' self-confidence to speak English through the use of so Information and Communication Technologies

Specific objectives

To evaluate the usefulness of cellphones to help students gain confidence to speak English.

To analyze the effectiveness of making videos to get students prepared for face to face interaction.

To reflect about the effectiveness of ICT's as suitable tools to trigger student's oral production.

To evaluate the level of student's self-confidence to speak English after using ICT's in the English class.

Action Plan

For my action strategies I am going to keep in mind the following points: Socialization of the research proposal, asking for informed consent, class observations and reflections on journal, definition of content for oral assignments based on the syllabus, piloting of the research proposal, three oral assignments, an interview to the teacher, and a questionnaire to students. These points are supported by Altricher et al, (1993) who state that the building of the action strategies is an important stage of the research process.

For the socialization of the research proposal, I will do a presentation to the students' parents, the coordinators and the principal of the school. This activity is aimed at letting them know what I am going to do in terms of English teaching, the problem I identified and the strategies I will use to deal with the problem. I will also negotiate with the institution the use of the computers room, the cellphone in class and the allocation of a room with video beam because my proposal requires the use of Information and Communication Technologies (ICT's). After that, I must ask for the students' consent to be able to use data collected from them, and the data that the teacher could provide about the students' low confidence to speak English; both data will be analyzed to support the findings of this action research.

Moreover, class observations and reflections on my journal is another step that I have stipulated into these action strategies; it corresponds to the material in which I will capture the objective and subjective events to support my reflections around the issue. The observations and reflections will be made after each class session and during almost all the semester 2019/1.

Likewise, I plan to do a definition of content for the oral assignments; that is, I have planned to check the institution's syllabus concerning to 7th grade in order to determine or define what topics I must develop during my intervention in the institution since everything must be interplayed. In other words, I am going to do something like a content map or create a path able to guide me across the content. Based on this diagnosis I will prepare the content for the oral assessments.

Concerning to design of criteria for oral assignments, I thought of the definition of specific procedures that the students must follow to accomplish their three oral assignments, let's suppose that they are working simple past tense, I must create some procedures and steps about it, to be able to activate their oral output using this tense in oral way.

Related to piloting of the research proposal, I can say that it will consist of the creation of an account in a virtual platform where I hope the students upload their records when they start to develop the assignments. After the creation of the account, I will foster them to explore the platform, and to finish this session of the intervention they should make an oral assignment based on the definition of content for this activity. If students do not finish the assignment in class, they must finish it and upload it the following day.

Regarding the oral assignments, it is important to mention that we expect that the students develop their self-confidence to speak. Therefore, I will propose them to talk about their personal experiences but always using the topics worked in class and their previous knowledge; the recording and scripts must be uploaded in the virtual platform in the same day of the intervention in order to provide them with feedback about it; it will also be support to the grades given to students follow up of the terms. There are three central oral assignments, the first one will be developed on the first week of March which will be a short monologue, the second one in the first week of April which will be a short video, and the third one in the second week of the May which will be a role play where they should do an interview. These assignments will be analyzed as part of the data collection in order to see whether self-confidence has been fostered.

I plan to apply a semi structured interview to the teacher because I believe that it could give me the opportunity to validate my action research taking into consideration that she is the professional who knows the group. In this sense Altricher et al., (1993) point out that “ideas and suggestions for suitable action strategies may come from external sources: for example, from conversations with colleagues” (p 157). Another similar activity into my research strategies is the implementation of a questionnaire to the students in order to know their perspective about my research.

Development of Actions

In the following lines I will refer to the implementation of the strategies for this action research. On the first week I did the socialization of my action research; although I planned this activity with the students, parents, the CT, the coordinator and the principal of the school, it was done only with the students and the CT because the coordinator and the principal could not participate despite having been formally invited, and the parents could not participate either because they had had a meeting a week before.

Concerning the use of the computers room, I asked my CT if I could use this resource to implement my action research. She told me that she would try to find a space but in the end, I could not use it because the room was reserved for another class, and another reason was that any damage to the computers should be assumed by the students or me. In the socialization activity I emphasized on the use of mobiles and video beam for the implementation of the project, which was accepted by the students and the CT. By reference to the consent form, it was read, explained and shared with every member of this class but only eighteen parents signed it. Concerning the journal, the teacher advisor demanded me to make a format which was checked in a class session before its approval; the journal was written per week according to the development of the class and each journal was checked by the advisor who provided valuable feedback.

As for the content for oral assignments based on institution's syllabus, my CT gave me the plan that I should follow. I only added some oral activities for each topic that she proposed including the three principal oral assignments. Then, they should record their voice, make a video and talk about some photos in PowerPoint slides through the video beam. All of them

based on their personal experience (a nightmare, a vacation, a dream, etc.) and using the tense or topic suggested in the syllabus.

Related to piloting of the research proposal, it was not possible to do it because I could not access to the computer room where I expected to develop almost all of the class because of the reasons mentioned above. Regarding the three assignments, only eight students developed the first oral assignment which was an audio; those eight students sent it through Whatsapp; while only six students did the second assignment which they sent via email because it was a video. I made a little change for the last activity because at the beginning I proposed a role play where they should interview a partner but finally I proposed them to present three photos using PowerPoint and the video beam. The last activity was only presented by 7 students. Three students did it in class on the date proposed and other four students did it extra class the next day. Finally, I just applied the questionnaire to the CT and the students. Hence, I made four questions to the CT and seven questions to the students, the last question was intended to inquire about why most of them did not do the assignment.

Findings and Interpretations

The first stage of my data analysis started when I began observing and making my reflections on my journals. The second stage was done when I collected the audio, the video and the presentation done by students through PowerPoint, and the third stage corresponded to the implementation of the questionnaires.

Concerning the way I analyzed the data, I tried to follow the stages proposed by Burns (1999) who states that for data analysis, it is important to put together the data collected, in other words to assemble the data. Based on that, I first developed my journals where I wrote down some reflections expecting that they would be useful for answering my research question. These

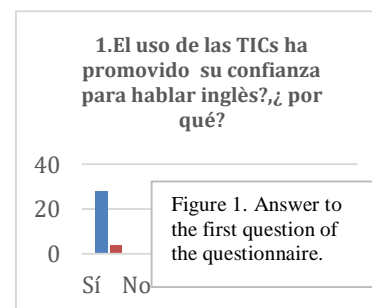
journals were made for each session of class, they also were checked in order to correct the mistakes, then I proceeded to read each journal entry one more time with the purpose of defining the codes, afterwards, I created a single file where I organized all the journals and their codes.

To define the codes, I employed different colors to differentiate each one and to facilitate their organization into a new file. This file was a table with two columns, one that contained the color of the code, and the second one designed to put together those codes and the quotation of the evidence. Each single color represented a category which in Grbich' words (as cited in Saldaña 2009) is the process where the researcher "segregated, grouped, regrouped and relinked in order to consolidate meaning and explanation" (p. 8). With the table I tried to condense or as Burns (1999) states "to reduce the large amount of data that may be collected to more manageable categories of concepts" (p. 157).

The answers of the questionnaires for the students were typed separating those students who developed at least one of the assignments from those students who did not do any. Therefore, into this information the first nine students were the ones who submitted at least one of the three oral assignments. This information was also organized into three columns. The first columns contain the questions while the second one has student's answers, and the third one has the codes. The questionnaires were marked by a number as well as each question, then into the table appear a number followed by students' answers and a number followed by the question. In this same file is the table for the teacher's answers. Finally, the three oral assignments were organized into a folder which contains other three folders named according to the information of the assignments. In the following lines I will present each finding.

ICT's as a support to gain confidence to speak English

In order to answer my research question three oral assignments were proposed (an audio, a video and a presentation about three photos using power point). The themes proposed for each assignment were selected bearing in mind the study from (TESS) whose authors state that to build students' self-confidence it is important to base the topic in the students' interest. In this case I decided to connect each assignment to their personal experiences. Furthermore, Beh-Afarin, Moradkhan and Monfared (2009) led a research where the ICT's were integrated demonstrating their effectiveness for achieving students' oral output, improvement in their pronunciation and helping to gain self-confidence. In order to know whether these tools could be used to encourage students' confidence to speak; I asked them direct questions. Data show that 28 students answered positively and only 4 students answered negatively; this can be observed in figure



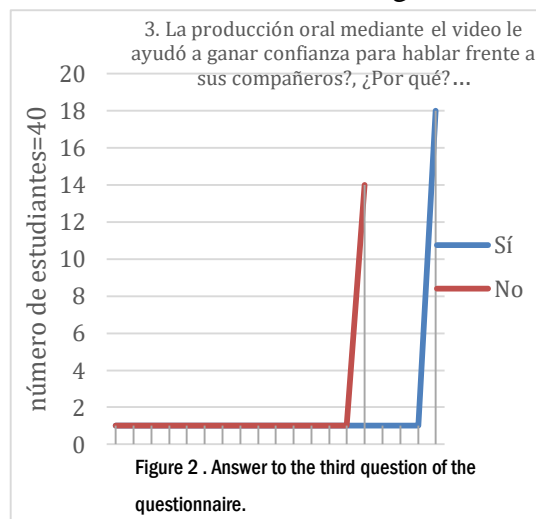
1, where 40 represents the number of the students in the class. Moreover, I found interesting opinions that support its effectiveness; for example, the student A¹ said that in her opinion and experience this way of teaching including technologies evidently promoted her confidence to speak English and understand more because they provide control or comfort to speak, and student B expressed that it was better to gain confidence through the technology that he knew; likewise, student C said that the ICT's helped meaningfully because they helped to improve the understanding of English and they reduced her shyness.

Concerning the effectiveness of the cell phone to achieve students' self-confidence to speak English, I think this action research demonstrated some progress. Hence, I found that this

¹ The information obtained through the questionnaires was in Spanish. In this paper, it is translated into English.

device makes students feel confident because it is a different way to learn and to develop the class; they also said that when they recorded their voices, they could listen to themselves which helped them to make corrections; another student said that she was advancing through ICT's and she felt more confident with her pronunciation, a similar opinion was expressed by another student who said that while he was doing the activity, he self-corrected learning more and more.

Regarding the effectiveness of the video, I think that the questionnaires showed favorable answers for this research as support for the following testimonies: student D affirmed that although she was nervous, making the video helped her to overcome it and now she felt more prepared to perform in front her partners; a similar opinion was given by student E who stated that he considered it helped him to gain confidence thank to the use of a device able to simulate people. Then, once the activity was finished, the student knew that there was nothing to be scared of; student F said that she self-corrected in the video which made her gain confidence to speak more fluently; the student G remarked that the video helped her to gain confidence and overcome the embarrassment to perform before and audience. Furthermore, the positive and the negative answers are illustrated in figure 2.



This research showed the effectiveness of the video beam and PowerPoint presentation in terms of increasing the vocabulary. According to what they expressed when I first identified the problem, the lack of vocabulary interferes for developing the confidence to speak; that is why asking a question about this aspect was important. Then, the data showed that these technologies

helped most students with this purpose, as illustrated in figure 3. I think that the following attestations reinforce the figure: student H asserted that they taught them the correct

pronunciation, another student responded that they contributed to increase her vocabulary and her learning of English, the student J uttered that she enhanced the vocabulary and pronunciation by doing the presentation, likewise student K expressed that using the

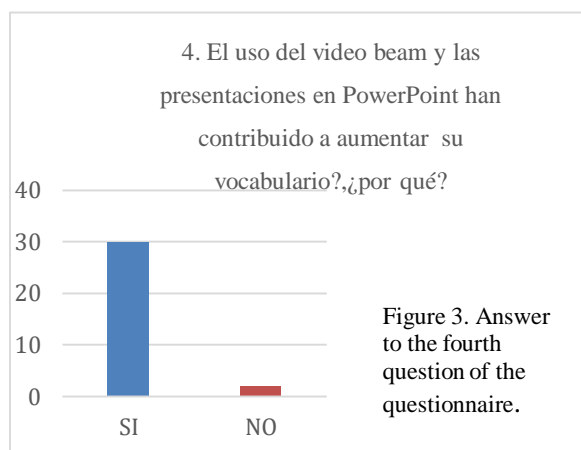


Figure 3. Answer to the fourth question of the questionnaire.

video beam and the presentations increased his vocabulary. Other students said that the last assignment was very effective because they could talk about moments of their lives, they felt more comfortable, it was very effective because the photos helped somehow to be more comfortable and they were learning while they used them, because in that way the student gained a little confidence to speak in front of my partners. In addition, from my journal (J) J11 this citation validates this point “Many students started the matching from the pictures, I believe that the presentation was effective because it seemed that it contributes to a good comprehension of the vocabulary and engaged them”.

The activation of previous knowledge in this research emerged as a response to the pressure in some cases and in other cases as a response to the teacher’s stimulus (questions). There is some evidence about it in my journals. For example: (J11) “I got to listen to some sentences which emerged after my demand to write down the dictation: “Diego take it easy”. In another moment of the class Isabela L, said: “Teacher, come in please”; from (J5). “It was painting”, another said that “the sheep was crying” and another said that “the wolf was writing”, also another student said that “a hippopotamus was shooting” (paint and shoot were not in the list

of verbs)". "As I continued asking examples, David raised his hand very sure and he said: "there was another solution" from (J12), "for example some students answered: I only visited the Valery house, I did the correction immediately so the student repeated: "I visited Valery's house. Another student said: "I travel to..." another student said "I did not do nothing." (In all cases the corrections were made immediately).

To finish this section, the three oral assignments were gathered in low proportion. Thus, from forty students the first assignment was delivered by 12 students which represents a 30% of the group, the second assignment was delivered by 6 students which correspond to a 15% of the group, and the third assignment was developed by 7 students which is the 17% of the group. As it can be observed, in the first oral

assignment, the percentage is higher than the other two because in this assignment they did not feel the pressure of being exposed; that is, they might have felt more comfortable, while the other two assignments demanded them a progressive

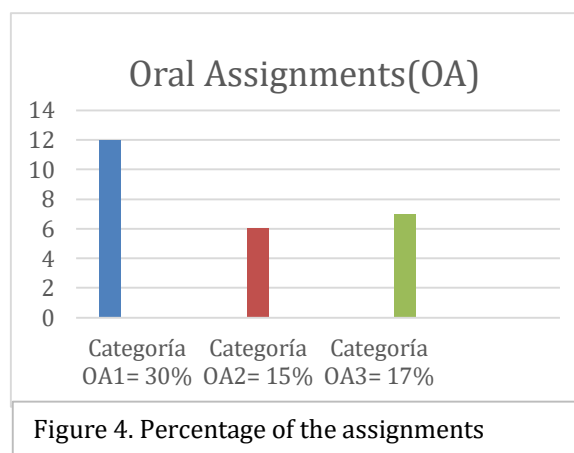


Figure 4. Percentage of the assignments

exposure; the first one to the camera and the second one to the audience.

Positive impact of ICT's for learning English

There are several researchers who have argued the benefit of ICT's in the field of teaching, as for instance Serostanova (2014) who affirmed that these tools contribute to the human enhancing of their language skills and they are able to lead a lifelong learning. Pelaez (2004) highlighted the ICT's utility into the learning process because they allow some interaction. This research allowed to find some positive aspects about the ICT's implementation

in the English class. Then, I found for example that student L thinks that the ICT's were an excellent tool because they allowed to listen to the pronunciation and to make more interactive things, a similar opinion was expressed by student M who said that the ICT's helped him a lot in all the classes because the videos, photos even images helped him understanding better the class. The student N said that the ICT's allowed understanding better the topics and becoming more didactic the class, the student Ñ affirmed that ICT's were more interactive than a conventional board; the student O said that the video helped to improve the vocabulary and the pronunciation while the PowerPoint also was a practical way of learning. Furthermore, similar opinion presented the CT who said the ICT's was important and innovative to motivate the students to participate of meaningful activities for learning language. Another positive perception showed J14 in which I highlighted the utility of the ICT's use in English class arguing they help the teacher enhancing the teaching process and they help to cope with unexpected events like the lack of photocopies.

Limitations of this action research

I found some limitations which somehow made difficult to achieve the purpose of this research during its development: lack of commitment, lack of resources, training in ICT's and lack of teaching experience. The students' lack of commitment was a barrier because I found that many of the students did not want to do the oral assignments even the other homework, sometimes they did not take notes either. According to the questionnaire's answers, a learner said that in fact he did not like to do it, he did not know how do it and he remembered late; another student recognized that he was lazy and he did not write down, hence he I forgot; another student admitted that she did not study to do a good presentation with PowerPoint, therefore she did not like to present it. This fact was validated in the J6 "I expected that all the students tried to speak

or do this activity in oral way, but just 4 students participated and the rest did not do the exercise”.

The lack of resources was another obstacle. In this sense I found that some students did not have internet, cell phone, not even a computer. But these cases were few. Then, through the questionnaire I knew that a student's cell phone was stolen or it was lost, then he could not do the assignment; another student said that she did not have a cell phone, thereupon, she could not do the assignment. Someone expressed that he did not do it because in that moment he did not have cell phone and the computer was not working, a girl acknowledged that she I could not do it because she did not have cell phone, tablet or computer; finally, another two students said that they did not have internet, Wi-Fi or USB to save and send the assignment. In addition, I could not access to the computer room at high school which made this process harder.

The lack training in ICT's was also limitation in this research because I found that some students did not know many things about the cell phone working, they usually use the device for playing or chatting but beyond that they know little. For example, some students expressed that when they tried to send the file, the device showed them a note of error (it might not send), they did not know to send by email. They said that they had some difficulties when they were trying to send it. That is why I decided to write down the emails, even I had to give them my mobile's number and the number of the data collected somehow ratify this fact.

The lack of teaching experience was another disadvantage for getting the success of this project. Then, I consider that the teaching is a complex process which is improved little by little through the practice and always immersed in the teaching context; my experience in the field of English teaching have been almost invalid which inevitably interfered in this process. In this point my CT's perceptions was valuable because she said that “the students did not answer very

well to this kind of activities because they should be guided much better; the students did not understand the topics and the homework very well; therefore, they were not sure how to do it.” This lack of training in terms of instruction also is evidenced in the journals where I found that “there were some students who didn’t understand well the instruction of the material, then, their lack of self-confidence kept them from asking me aloud”, “At the end just some students continued doing the activity; this situation is frustrating for me because I don’t know how to keep their attention.” Another aspect that I must underscore regarding this point is the time management because in many opportunities it overshadowed my intervention: “unfortunately today I could not work the oral production. It is frustrating. Also I think I am failing with time management”. In this point there are several aspects as for example classroom discipline, my over explaining, my lack of strategies for verifying students’ comprehension and for engaging them all the time, my lack of strategies to motivate them to practice and explore more outside the class.

Conclusion

Despite finding some positive effect of the video for learning English, I consider that it did not prepare the students for a face to face interaction, in this sense based on the number of assignments delivered, the video impact was low. In contrast, based on the percentage of the assignment received from the audios, the use of their devices for recording their voice showed more reception. According to the students’ answers the ICT’s implementation was useful for their learning process which was ratified by the teacher’s answer too.

This action research had many difficulties which kept me from achieving complete success, but it is important to recognize that I achieved a little progress in terms of self-confidence to speak and I could demonstrate that the ICT’s can have a positive impact for

learning in a public institution in Colombia. To think in the use of the ICT's for learning English requires a joint work in terms of commitments not only from the future teacher but also the CT and the institution; the CT as a mediator to guarantee the use of computer room and the institution as guarantor to allow the access of these resources.

Finally, I think that the oral assignment through the use of mobiles must be done in class if possible, because this research proved that the assignments as homework did not work, due to issues of students' lack of responsibility and the students' lack of resources such as the internet and the personal devices. I also consider that the ICT's with a clear learning purpose should be adopted by all the teachers in this case because I felt that it was the first time that a teacher integrated the ICT's for teaching and learning.

Reflections

At the personal level, my learning was that the practicum stage is important because it is the essence of the teaching, because teaching is a complex process that it is improved day by day, I learn to teach by teaching. I learned that it is important to be careful with the lesson planning; likewise, it is useful to reflect on the development of the class in order to find the weaknesses, and the strengths enhancing the rest of the class; I also learned that ICT's as homework with adolescents didn't work due to students' personal factors as responsibility and the lack of resources, then it is better to try to use class time to work with these resources if available. Furthermore, as a future teacher I learned that it is important to be clear with instructions and finding strategies to verify students' comprehension, I must learn to improve the classroom discipline and classroom management. Moreover, I consider that the implementation of the ICT's in a public institution, nowadays, is mandatory in terms of teaching because they offer several innovative materials, but it requires the support of the administrators too.

In my case, the most challenging situations in this process were the data analysis and the writing of the literature review. First because the interpretation of data requires some level of creative writing, and I think I lack that ability, and second because in general the academic writing is complex and it demands a lot of time.

To conclude this reflection, I suggest making the data analysis through simple tables, and creating a single file to organize all the data from the beginning because at the end of the process the data fragmented don't help a lot and you may spend a lot time assembling them. For example, three columns to type the data from interviews, the questionnaires; one for the questions, another for the answers and another for the codes; the same paradigm for journals analysis. It is important to be very organized and systematic.

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Appendix A

UNIVERSIDAD DE ANTIOQUIA
SCHOOL OF LANGUAGES
LICENCIATURA EN LENGUAS EXTRANJERAS

Instrumento: Cuestionario para la profesora. Fecha: 23-05-2019 I.E Sagrado Corazón

1. ¿Qué tan efectivo es, según su percepción, el uso de las TICs para fomentar la confianza del estudiante a hablar inglés?

El uso de las TICs es muy importante e innovador para motivar a los estudiantes a participar de actividades significativas para el aprendizaje del idioma, sin embargo no es lo único que se debe hacer, considero debe darse un orden en el desarrollo de la clase y las temáticas, con actividades más puntuales que les brinden a los estudiantes las herramientas necesarias para trabajar con estas metodologías.

2. ¿Usted considera que el uso de las TICs en esta clase ha promovido la confianza de los estudiantes para hablar este idioma? por qué?

Considero que el uso de las TICs generó un toque de novedad en la clase, sin embargo los estudiantes no respondieron muy bien a este tipo de actividades, ya que se deberían guiar mucho mejor, los alumnos no comprendían muy bien las temáticas y el trabajo; por lo tanto no estaban seguros como realizar la actividad.

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Appendix B

Questions for the teacher	Questions for the students
<p>1. ¿Qué tan efectivo es, según su percepción, el uso de las TICs para fomentar la confianza del estudiante a hablar inglés?</p> <p>2. ¿Usted considera que el uso de las TICs en esta clase ha promovido la confianza de los estudiantes para hablar este idioma? por qué?</p> <p>3. ¿Cómo cree usted que el uso del celular para actividades de producción oral y la elaboración del video ayudó al estudiante en su producción oral?</p> <p>4. ¿Con base en la presentación oral de los estudiantes mediante el uso del video beam, usted piensa que esto ayudó a aumentar su confianza para hablar este idioma, por qué?</p>	<p>1. ¿Usted cree que el uso de las TICs en esta clase ha promovido su confianza para hablar el idioma inglés, por qué?</p> <p>2. ¿cómo se sintió usted con la realización de la actividad oral propuesta con el uso del celular y por qué?</p> <p>3. ¿Cree usted que la producción oral mediante el video le ayudó a ganar confianza para hablar frente a sus compañeros?, ¿Por qué?</p> <p>4. ¿Usted piensa que el uso del video beam y las presentaciones en PowerPoint utilizada en la clase de inglés han contribuido a aumentar su vocabulario?, ¿por qué?</p> <p>5. ¿Qué sensaciones o emociones experimentó usted al realizar su video?</p> <p>6. ¿Qué tan efectivo fue la combinación de fotografías y el PowerPoint para sentir confianza al expresar sus ideas frente al grupo?</p> <p>7. Diga, explique, exponga, presente las razones o el motivo por los cuales usted no presentó ninguna de las actividades orales propuestas para esta clase (audio, video, presentación con PowerPoint).</p>