

Improving students' participation in the English class by implementing ICTs

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Abstract

This final report is the result of an action research project conducted in a public school in the municipality of Bello, Antioquia. The objective of this project was to provide students with new experiences applying different teaching strategies, implementing group work methodologies, and taking advantage of current and innovative ICT's resources sparsely applied at the institution, in order to impact positively students' participation and interaction in the classroom. The research ran by two academic semesters and it was conducted at the Institución Educativa Sagrado Corazón (IESC). To acquire data were applied methods such as observations, interviews and visual recordings. At the end of this paper, the findings of this proposal are reported.

***Keywords:** ICT, participation, motivation, group work.*

Degree of requirement

This paper is submitted as a requirement to acquire the bachelor in foreign languages teaching (English-French) from Universidad de Antioquia, Medellín, Colombia. The project was conducted at Institución Educativa Sagrado Corazón (IESC) from August 2017 to June 2018.

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Preface

This paper presents my action research project about the implementation of ICTs in order to improve students' motivation and participation in the classroom at the Institución Educativa Sagrado Corazón (IESC). Traditional teaching methodologies can be the cause of factors such as lack of motivation and participation of students, which could be reflected in their classroom attitude and learning.

The principal objective of this project is to demonstrate how the class environment and students' performance can be improved through activities based on their language skills, also taking advantage of technological resources available nowadays, which maybe could be unexploited in the schools who have the opportunity to profit from them.

Description of the context

Institución Educativa Sagrado Corazón is an official institution devoted to children formal education in pre-school, elementary, secondary and academic media at morning, noon and evening. IESC is located in Bello, near to the principal park. The building was reconstructed five years ago; nowadays the school consist of eleven classrooms each one of them equipped with TV or video beam and WiFi connection for the classes, two offices, a support room and a school library.

The pedagogical model of IESC is based on a contemporary educational trend emerging from the social development models; Its purpose is for the student to be part of their learning process in a free and conscious way. The Developmentalist model ruling of this institution is focused on teaching through cultural and social exploration; students not only learn under those principles but also the methods used to construct them. This model is subdivided in three stages or processes: educational, instructive and revealing.

The goal of the educational process is the “formation of man” as a social being, the process of forming values and feelings. The instructive field is focused on the process of training in a field of knowledge; it aims to train people to participate in the development of society. The process of development is the process to improve the skills of all students to be competent in solving the problems that emerge from the new relationships of society.

The English curriculum is based on the new basic standards of foreign language competence proposed by the National Education Ministry, seeking to solve the students' needs, taking into account their context, ages and the degrees in which each of them are.

The purpose of English at the school is to acquire fundamental bases for a second language learning that allows students to develop in a social, cultural and work environment through the development of communicative skills of comprehension and production (listening, speaking, reading and writing) reaching the levels proposed by the European Common Framework.

The class where the project will be performed is a 4th / 5th grade. The class comprises forty-two students (nineteen females / twenty-three males) who comes from 1st, 2nd and 3rd social strata neighborhoods from the municipality of Bello. The classroom is equipped with a desk for the teacher, a bookshelf, a video beam and a digital screen or television screen. The English class is scheduled two hours per week. Although the institution has bilingual dictionaries available in the school library, there seems to be a situation that prevents its use by the students. Also, despite they have some technological resources, they are not properly used by almost any teacher.

Statement of the problem

In our educational context, we are aware of how important is for teachers the implementation of new resources and methodologies in order to improve our teaching strategies. By these implementations and improvements, we are able to positively affect not only the motivation and participation of our students in the classroom; but also their learning process and our labor as teachers.

In Colombia, especially in public institutions, is evident that our teachers are not well prepared or trained in the use of technological teaching tools, which has great possibilities and advantages in the educational field. Additionally, is easily observable how difficult is for teachers maintain students' motivation in their classes because of the implementation of lessons that are not based on students' abilities and strengths, and also the lack of resources and materials among other issues, aspects really important in order to affect positively the students' learning process.

I.E. Sagrado Corazón (IESC) is equipped with Wi-Fi connection and a computer lab; In fact, each classroom is provided with a flat screen TV or even a video-beam with internet connection. Nevertheless, they do not have special programs of software focused on language teaching and moreover, some of the technological devices are old-dated and they are not used by many of the school teachers.

Thanks to all the information compiled through weekly observations, journals and reflections about what I observed and discussed with my teacher advisor, we could select three main situations to work on in order to perform the action research for this project:

First, it is shown that school's methodologies are really traditional for the English course, the activities carried out in the classroom are not focused on take advantage of the specific students' abilities or strengths, arising low interest in them and reflecting it in scarce vocabulary and low participation. In second place, the general class methodology of work in class is individual, which does not coincide with the constructivist theory professed by the institution. It is not common that students meet in groups, socialize and exchange information, which could benefit factors such as mutual support, responsibility and commitment to others. Finally, despite the institution has some technological resources available they are not properly used by the teachers, wasting opportunities to make the class more active and effective and probably limiting students learning and motivation towards the English learning.

After describing the issues collected during my observation period, I consider necessary to apply other type of methodologies, implementing group work promoting interaction and take advantage of the ICTS that we have at the school in order to improve the students' motivation, giving them a completely different learning environment, making them more participative, independent and aware of what they can learn in this course, changing the perspective they may currently have on English, without disconnecting from the institutional curriculum.

Theoretical framework

My interest with this action research project is to find out how to take advantage of students' learning strengths and the application of different teaching methodologies and resources, by changing traditional teaching methodologies and implementing the use of the Information Communication Technologies (ICTs). All those factors will be focused on helping students to motivate and participate in the English class. In order to know how to carry out this project properly, it is important to research previous information about these fields. This literature review will help to know meaningful information focused on the selected categories.

The first article gave us a cognitive perspective about the students' intelligences involved in language learning. Jane Arnold & Ma Carmen Fonseca thesis "*Multiple Intelligence Theory and Foreign Language Learning: A Brain-based Perspective*" talks about the multiple intelligences and their implications in language education.

"there seems to be a very plausible link as people with a high verbal linguistic intelligence are those that tend to think in words and that have the ability to use language effectively both orally and in writing" (Nolen 2003)

"The multiple intelligence theory in English language teaching" by Anna Svava, states how applying activities based on students' multiple intelligences and their learning needs could be beneficial for learning a second language giving a brief introduction on what the multiple intelligences are, its origins, its key points and suggesting a series of activities designed for each intelligence.

“Language teachers today have to be aware that students have different strengths, learning styles and even learning potentials, but with multiple intelligence theory we can teach students effectively in different ways”

(The multiple intelligence theory in English language teaching. P9)

We need to understand how verbal linguistic intelligence is present in students' language learning and how to apply properly the activities and lessons in the English class. The International Montessori School and Child Development Centre, is an institute in Belgium focused on language teaching. The institutional newsletter *“Linguistic intelligence”* is totally focused on this intelligence, its strengths and its possibilities in teaching.

Students' participation is also key to this project, which is why factors such as motivation and how we can stimulate must be taken into account, for example, group work and interaction.

“Student's participation in classroom: What motivates them to speak up?” is an article based on a study conducted by members from the Faculty of Social Science & Humanities of the University Kebangsaan in Malaysia in 2012. It was found that students' participation is divided into two types: active and passive in participation and that could affect the students' academic performance.

“Liu (2001) elaborated four types of student behaviors in the classroom as full integration, participation in the circumstances, marginal interaction, and silence observation.”

According to the authors, there are four types of students' behaviors in the classrooms: full integration, participation in the circumstances, marginal interaction,

and silent observation. Also, there are several factors that influence student's participation. This article is important, because it is understood that in many cases the denial of students to participate in class, obeys to many factors and we will be able to handle these problems that affect a meaningful learning more easily.

"Interaction in second language classrooms" talks about how we can promote students' active participation in classroom taking into account class interaction (student-student, student-teacher). According to the theory, pair work or group work not only give rise to interaction in class; but also promotes the construction of students' activities and personal abilities to solved academic and not academic situations. Hammer states *"Group work is more dynamic than pair work: there are more people to react with and against in a group and, therefore, there is a greater possibility of discussion."*

"Language Learning Theories and Cooperative Learning Techniques in the EFL Classroom". In this article, Matthew T. Apple argues that group work is very important in the educational context taking into account how a group of students could work together in order to achieve a task. We can found several examples of cooperative learning techniques and methodologies to apply those techniques.

"Cooperative learning also increases learner motivation and promotes harmonious group dynamics, lowering classroom anxiety and facilitating interaction in the classroom as well as an individual sense of self-competence and self-worth (Ushioda, 2003)

According to Gardner (1985) "motivation is the combination of effort plus desire to achieve the goal of learning the language plus the favorable attitudes toward learning the language." (p. 10) In an action research context *"Exploring the Use of Video-clips*

for Motivation Building in a secondary School EFL Setting” talks about the implementation of interactive materials such as videos of several genres as a tool to increase students’ motivation therefore their participation. Before the application of the motivation surveys (adapted from Gardner,1985) it was found that students were more motivated to learn more about the English language and culture and also the competitiveness produced after carrying out activities with videos, causing an increase in students’ motivation and participation.

Another important factor is to promote an interactive learning environment in the classroom to favor language learning. *“Language Learning with Technology”* by Graham Stanley is a handbook focused on the integration of technology into the teachers’ classroom practices. Each chapter talks about an aspect of language learning and the implementation of technology is suggested in order to acquire a meaningful learning.

“There is evidence that the use of technological tools empowers learners to transcend the traditional concept of the classroom (Drexler, 2010) and can lead to learners taking greater ownership of their learning (Terrell, 2011), especially through being actively involved together outside the classroom.”

It is important to encourage an interactive learning environment by the implementation of attractive tools for students. The purpose of *“Language learning through interactive games”* was to find results on language learning through the use of interactive games.

“Our findings indicated that interactive games are highly underused tools in language learning.” Ece Khatibi, Eva Cowie, 2013.

This article states that interactive games are highly underused in language learning. In our society the technological advances shown great impact on children, as a result, the implementation of technology such as interactive games in education is really useful, that is why it's also indispensable for us as teachers to receive training in the use of interactive games in the language classroom.

Research question:

- How to promote students' active participation in the EFL classroom by implementing ICTs?

General objective:

To promote the use of ICTs in the classroom, in or to make the class more dynamic and effective favoring the teaching and learning of the English language.

Specific objectives:

To measure students' language level by implementing activities based on verbal linguistic intelligence.

To perform activities based on the use of internet, giving to the students an interactive learning environment encouraging them to use language in class.

To improve students' participation by using a variety of language teaching methodologies through technological tools.

Action Plan

Based on the analysis of the compiled information through the observation period and the information obtained from the literature review, the action plan is based on three selected categories (See Appendix A):

- Use of Verbal-Linguistic Intelligence.
- Cooperative work encouraging the Ss' interaction.
- English learning effectiveness by using non-traditional teaching resources.

In the first category and taking into account the theory found about the multiple intelligence, the verbal-linguistic was selected as a base due to its direct relationship with language learning. The activities proposed can be stimuli for those students who enjoy playing with words and learn different vocabulary.

The first activity considers students' writing and speaking skills. It will be focused on the creation of a written personal description based on the class topic, where the students will dispose of information about an assigned country, afterwards, they will present their description orally in front of the class; This activity is focused on measure students' ability to use both oral and written language effectively. In the second verbal linguistic activity, students will be able to perform paper-based word games such as puzzles, crosswords, hangman, etc. in order not only to measure their reaction in front of the implementation of games; but also to make them familiar with new vocabulary, its pronunciation, meaning and writing. They will continuously keep a word summary to improve learning of new words and how to use them properly in future class activities or practice pronunciation.

The second category will start with a poll focused in points such as differences perceived by students about teaching methodologies, use of technological media by the institution teachers and students' perception about the implementation of group work and ICTs. The lesson activities were carried out considering those results.

Activities of reading comprehension will be performed using little extracts of texts in order to share information and complete an assigned task. Considering the students' preferences of group work and interaction, the information of the activity will be divided, inducing the cooperation between groups in order to complete the general assignment. A second activity based on paper-based worksheets will be performed in order to measure student's interaction with their classmates, the teacher and the available resources, becoming more confident in the use of language and solve the proposed activities. Resources such as YouTube and online dictionaries will be used in both activities in order to ease the completion of the assigned tasks, and also motivating students' interaction and reduce passive role in some students.

The last stage will be focused completely on activities based on ICTs. Students will be able to use Tomi 6, which is available in the classroom, this resource will be used to engage and motivate students in the class. During the development of this category we will identify if there are changes in students' response and attitude as a result of the lessons, activities and methodologies applied.

Initially, based on the questionnaire results, topics explanations will be complemented implementing videos. This change on class methodology will help to detect if there are changes in students' reactions to the ICTS implementation.

In regard to grammar, during three lessons, students will be able to solve games and worksheets from the chosen websites. They will perform activities such as fill the blanks, multiple choice and complete sentences, with the objective of measuring their performance and topic comprehension through the score thrown by the websites (lyricstraining.com, Agendaweb.org, Eastoftheweb, wordreferences.com, ttsreader.com, among others.)

We will also consider pronunciation and listening. After the video presentation and teacher's explanation, students will work with a list of words. It will be used to practice pronunciation, after a first round, students will interact with a pronunciation website where they must listen to the same words and identify the differences in pronunciation.

Development of Actions

Regarding the first activity, students were assigned with a country flag and they were guided in the creation of a written personal description where they would pretend to be from that assigned country (see appendix B). Subsequently, the teacher used videos of children making similar kind of descriptions orally before plan their own oral presentations. During the activity, they were participative and attentive and had the opportunity to show their prior knowledge in basic vocabulary, they asked for work in groups despite of each student had a different country. Both activities, the written and the oral part were applied in three lessons, from February 2nd to February 9th.

For the second activity, the purpose was to promote students' verbal interaction through word games like scrabble, cross-word puzzles and more in order to engage students and strengthen their verbal linguistic skills. At a first moment, the teacher showed and hangman puzzle in the laptop, which was solved among all students orally, increasing students' motivation and participation in the class. Due to that response, during three different lessons (February 6th and March 2nd and 6th) at the end of the topic explanation, teacher allowed students to perform paper-based word games showing better fluency at work in class than the previous lessons (see appendix C).

At the beginning of the second category, a paper-based questioner was applied regarding students' perception of the previous classes, the implementation of group work and technological resources (see appendix D). Those results would allow to make changes if they were necessary for the next activities, and identify which aspects could be kept. The questions were the following:

- *Do you think there has been any change on the methodology of the last classes?*
- *What advantages do you see in the use and implementation if ICT's?*
- *Are there other classes at the school where audiovisual media are used?*
- *What advantages do you see when there are group activities?*
- *Do you have a better performance in group activities or individually?*
- *What do you think about the activities that were carried out in the previous classes?*

Regarding students cooperative work and interaction, they solved paper-based worksheets in groups. It allowed not only to complete the assigned activities faster, but also make the students interact between them, interact with the teacher and also with the technological resources available in the classroom. In those classes students recognize how easy was for them to complete the assignments, thanks to their classmates, the teacher and the use on technological devices, becoming more confident in the development of the activities.

In the second activity, we selected a small text of a workbook. The objective was to work on reading and writing; due to that, the text was read aloud among all students and the teacher one time; after that, each student made the registration in his own notebook. Having already practiced reading and writing, the students answered a series of questions based on the reading, measuring the comprehension of the text (see appendix E). This activity was planned to be carried out in two lessons (may 15th and 18th); however, because of limitations concerning time constraints, it was not possible to teach the second lesson.

Regarding the final category focused on the fully implementation of ICTs, as an ongoing activity and based on the results of the previous questionnaire, since March 10th all topics explanations were complemented with educative videos from YouTube and other pedagogical websites. This methodology increased and improved students' motivation and participation.

The activities were carried out taking advantage of Tomi 6, a technological device that can turn a board into an interactive projection, designed to improve education by potentiating the interaction and participation of students (see appendix F).

The first activity was focused on grammar. During May 18th and 22nd students were able to interact with Tomi 6 and solved games and grammar activities from the chosen websites. During those classes, activities such as fill the blanks, multiple choice and complete sentences were performed showing a significant improvement in students' interest, as well as the understanding of the topics, since the scores shown by the activities of the websites were never lower than 85%.

The same resource and methodology was applied for the second activity of this category, which was focused on pronunciation. In May 25th students watched videos about fruit vocabulary. Then, they performed a list of words from the video and their previous knowledge. In order to finish this lesson, students taped in their words in a pronunciation website and they listened the proper pronunciation of the words identifying the differences with their pronunciation.

Findings and Interpretations

In light of the focus of this project, the selected literature and the context in which the action research was carried out, it was evident how the proposed goals were achieved, bearing in mind that the principal objective was to promote students' active participation in the EFL classroom by implementing ICTs. Taking into account the first practicum semester observations, we must remember that the technological tools were limited and barely used, making the English class traditional, affecting factors such as motivation, attention and participation in most of the students.

In consideration of the first category Verbal-Linguistic Intelligence as strategy to measure the students level, the literature defines this intelligence as "*the ability to use language effectively both orally and in writing*" (Multiple Intelligence Theory and Foreign Language Learning. P 123). In the first stage the students showed average knowledge in written vocabulary; however, some problems in the construction of coherent and well-structured sentences were identified in the first activity; nevertheless, according to the registers, observations and results of the activities implemented, it was possible to identify that despite some spelling errors, students have an average level of written language and vocabulary knowledge for their grade. On the contrary, in the oral presentations it was found several setbacks; many students presented difficulties in pronunciation, such as wrong conjugation, incorrect words' stress, and incorrect pronunciation of some words. According to the theory, not all students have linguistic intelligence as their prime intelligence; nevertheless, this is one of the most used at school, as most subjects need the ability to use language effectively both orally and in writing. Due to that base, the next activity considered students' motivation and stimulus, taking into account that theory states "*people with high linguistic intelligences show*

abilities with words and language. They like reading, writing, telling stories and playing with word games” (Armstrong 2000:22. Multiple intelligences theory. P9) In the next 3 classes, worksheets with word games were applied, showing as a result a positive change in students' attitude, showing greater attention and participation in the class, which differs with the observations made in the previous academic semester and at the beginning of current one. “I perceive that students' attention in the class was better than the previous ones, thanks to the activities carried out.” (Journal entry #2, February 6th 2018). In this activities students had ease to use written language, showing that with a variation in the traditional activities and focusing on student preferences and strengths will produce a positive result and students will be more comfortable.

Regarding the opening of the second strategy, the results of the applied survey showed that the majority of students perceived some positive changes or benefits in the methodologies applied until now, activities perception and the use of technological tools. (See appendix G). They share valuable information regarding aspects from their own individual work, work in groups and advantages when using different methodologies and technology in the class.

Although limitations presented in time constraints did not permit that one of the activities were developed completely, a general overview allowed to identify positive aspects for this category. According to the theory, interaction is a primary factor inside the classroom, due to it is continuously present between the students, with the teacher and the resources and students' environment.

Students completed the proposed activities due to they felt supported by their classmates. “with interaction, students can use all they possess of the language - all they have learned or absorbed in real life exchanges” (interaction in second language classrooms. P1)

In her paper, Shaheena Choudhury states that “*The learners, who feel inhibited to say something in front of the class or the teacher, often find it much easier to express themselves in front of a small group of their peers*”. This statement was identified in the course of classes, given that some of the students who had a passive role in the previous lessons, showed an active and participative attitude in their groups. On the other hand, the continuous accompaniment of the teacher also allowed students to be comfortable at the moment to ask questions or receive suggestions by the teacher in order to solved their doubts and correct errors; according to Hendrickson (1987) “*Peer correction or self-correction with teacher guidance may be more worthwhile investment of time and effort for some teachers and learners*”. Nonetheless, despite the positive aspects of group work and student-student and student-teacher interaction, it was also evident some isolated cases where “social loafing” (it refers to the concept that people are prone to exert less effort on a task if they are in a group) was presented, as a result, this aspect should be addressed immediately, guaranteeing equal participation from the members of each group.

Finally, regarding the last category, during the period from March 10th to May 25th, the ICT's implementation showed both positive and negative situations from different points of view.

For instance, the use of videos caused an increase in students' interest and motivation. The inclusion of "Tomi 6" as a complement to the ICT's, allowed an active

and continuous participation from students since March 10th to May 25th. "*An increase in the participation of the students has been evident in their desire to receive the English class using the Tomi*" (Journal entry #8, April 17, 2018), all thanks to that the environment was more dynamic and motivating for them, than just use traditional methodologies; however, this also caused slight delays in the classes, during the development of this category there were setbacks in classroom management and discipline. "I tried to raise my voice to maintain order in the class because the class began to get disorganized" (Journal entry #7, April 13, 2018). According to Emmer & Stough, 2001, teachers have to be ready to manage some misbehaviors regarding students' emotional and cognitive responses, for that reason the teacher has to make an effort to conduct certain expected behaviors of students.

Regarding the activities results, in general terms both grammar and pronunciation activities maintained common factors like positive results in terms of topic comprehension, high level of students' attention and participation, good students' acceptance of tools and methodology used. In the same way, many students expressed their interest in continuing the classes with the inclusion of technology, since they recognized the advantages and benefits to receive the class in with these resources maintaining a non-traditional environment.

Conclusions

Despite the setbacks presented in the time available to perform the project and its reduction; the three strategies proposed had as purpose to accomplish the objective of this action research, to promote the use of the ICT's available at school as a resource to ease teaching and learning English, and to promote students' active participation and interaction in the classroom.

It can be concluded that technology is connected with almost everything. In our educational field, those resources have unlimited possibilities and in this project was proved its advantages inside the English classes.

Regarding teaching, it was possible to use different methodologies and strategies in order to profit the time of the lessons. By word-games, images, videos, worksheets and more, it was possible to save time and not only to prepare; but also to teach lessons more effectively. During this academic process it was possible to work on grammar, vocabulary and pronunciation and students always showed a significant change in their attitude and motivation towards active participation-thanks to the fact that they perceived an enjoyable and motivating ambiance in the class, showing improvement in their academic development and learning.

It is also important to take advantage of students' interaction in the classroom. The vast majority of students expressed preference in group work and were satisfied with the use of the technological tools they did not have previously available. The students, as well as the topics comprehension and the development of the classes, can benefit from allowing the students to interact with each other and with the tools available in the classroom.

Reflection

After this one-year process and academic growth, I can affirm that my general vision about being a teacher changed.

From the beginning, I had the image that this process was going to be difficult and full of setbacks; however, nothing that I expected as hard, it was not really. Although in this process there were few means used in my teaching practice to encourage participation and motivation of students in front of English language, I could see that despite the setbacks, be able to change the environment of a class is not so complex as someone might think, and it is not just about the tools or resources you might use.

With this group of students, I was able to remember what I liked and what bothered me when I was in their place, so I could keep in mind what mistakes I wanted to avoid, and what other ways take to achieve a favorable response from those students, not only in the academic field.

I feel satisfied and grateful, not for the results that this project could have yielded; but for the acquired experiences and for the growth that these children allowed me to achieve, even knowing the long road that remains to be traveled and learned.

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Appendices:

- Appendix A

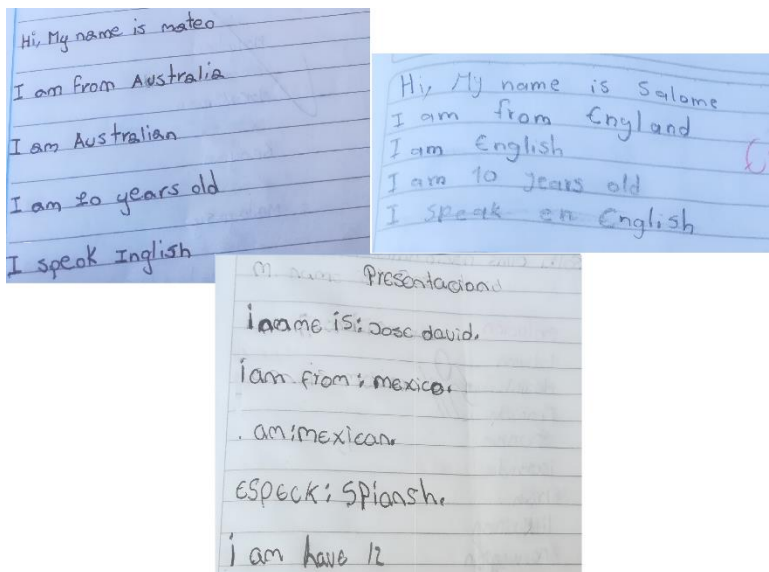
ACTION STRATEGY	METHODOLOGY	ACTIVITY	TIME	MATERIALS & RESOURCES	INSTRUMENTS	FINDINGS
Use of Verbal-Linguistic Intelligence	Implementation of Verbal-Linguistic Intelligence through the course planning.	Pronunciation. Writing-Narrating Students will receive the explanation about the specific topic. As first activity, students will draw a country flag assigned by the teacher, then they will write a little description of themselves like they were from that specific country. To complete the task, students have to present their flag and description to the group orally.	Feb 2 – 9	-Recyclable sheets -Notebooks	-Teacher's journal	After the performed lessons, this activity allowed to conclude that despite many students have an average knowledge in written vocabulary, many of them present considerable speaking difficulties. Some problems in the construction of coherent and well-structured sentences were identified, but not so significant as in oral field. Many students presented difficulties in pronunciation such as low tone of voice, incorrect words' stress, etc.
		Students verbal interaction (Word games) In groups and with help or the teacher, students will perform paper-based games such as crosswords, puzzles, hangman, etc. (3 lessons), in order to measure not only their performance with the vocabulary, but also their motivation with this methodology, and at the same time make them familiar with new vocabulary, it's pronunciation, meaning and writing	Feb 6 Mar 2 - 6	-Board/Markers -Worksheets -Dictionary	-Students' log	In order to improve the previous results, this activity considered students' motivation and stimulus, taking into account the researched information that states how word games are proper activities to engage students and work over their verbal linguistic skills. By implementing word-games, the attitude of the students in the class changed, showing greater attention and participation in the class, which differs with the observations made in the previous academic semester and at the beginning of current one. The activities showed that the students have facility for the written language and this type of activities, indicating that they were not usually applied.

ACTION STRATEGY	METHODOLOGY	ACTIVITY	TIME	MATERIALS & RESOURCES	INSTRUMENTS	FINDINGS
Cooperative work encouraging the Ss' interaction.	Students will perform activities in groups in order to improve cooperative work and interaction.	First Interview: The researcher will perform a paper-based questioner regarding students' perception of the previous classes and the implementation of group work and technological resources.	March 8	-Recyclable sheets	-Teacher's journal -Ss' log -Written questionnaire	In general terms, the results of this survey showed that the majority of students perceived some positive changes or benefits in the methodologies applied until now and also, a lot of information to consider for future classes, given that students contemplate aspects from their own individual work, work in group and also teacher performance and advantages when using different methodologies and technological tools in the class.
		Promoting Ss' interaction Students in groups and with help of the teacher will solve paper-based worksheets not only to accomplish a task based in English language acquisition, but also measure the students interaction with their classmates, the teacher and the available resources, becoming more confident in the use of language and solve the proposed activities.	March 9 May 11-15	-Notebooks -Board/Markers -Worksheets -Laptop -Video beam		In this activity it was evident how the students fulfilled many of the proposed activities. They felt supported and with more resources than they previously had. In this case, the continuous accompaniment of the teacher and the help of other classmates, allowed the students with passive participation in the classroom to have more interventions when interacting with those who had an active role, also interacting with the technological tools used so far.
		Reading comprehension Learners will read a little extract of a text about an assigned topic, then in groups of 2-4 people, they will exchange information in order to complete an assigned part of a worksheet and complete a general task based on information from the text.	May 15-18	-Virtual dictionary		Although the activity was scheduled to be applied in 2 sessions, due to setbacks concerning time available, it was possible to apply it only once. In this activity, the students showed difficulties in reading (pronunciation), but upon reading it again and transcribing it into their notebooks, they were able to answer the established questions. It was also evident how the activity allowed the students to collaborate with each other for the general understanding of the text.

IMPROVING STUDENTS' PARTICIPATION IN THE ENGLISH CLASS BY IMPLEMENTING ICTS

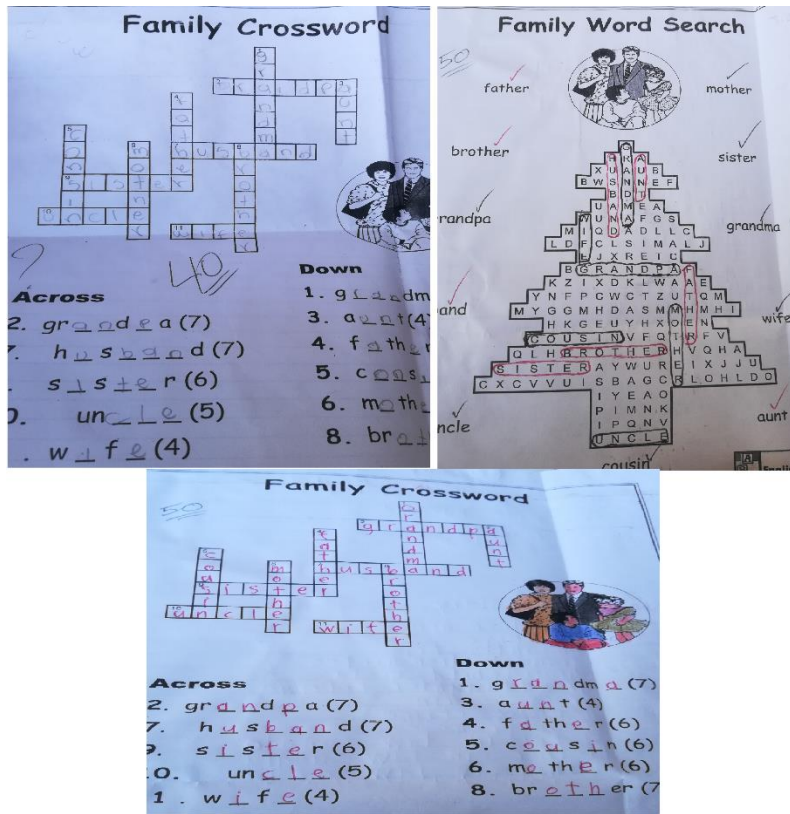
ACTION STRATEGY	METHODOLOGY	ACTIVITY	TIME	MATERIALS & RESOURCES	INSTRUMENTS	FINDINGS
Make students recognize English learning effectiveness by using non-traditional teaching resources.	Implementing ICTs in order to improve students' motivation and participation.	Topic explanation through videos. Based on the results of the previous questionnaire, topics explanations will be developed not only orally by the teacher, but also fully implementing videos through Topic 6 . This change on class methodology will help to register students' reaction to the ICTS implementation.	March 10 May 25	-Notebooks -Board/Markers	-Teacher's journal -Ss' log -Visual register (Photographs & video)	Implementing videos to generalize about the topic explanation, showed an increase in the students' interest and motivation; however, this also threw some setbacks in classroom management and group discipline, because sometimes they were completely dispersed and lost the objective of the class, which caused in some occasions delays in the normal development of the class.
		Grammar practice Students will be able to interact with Topic 6 and solved games and grammar activities from the chosen websites. They will perform activities such as fill the blanks, multiple choice and complete sentences, with the objective of measure not only their attitude but also the comprehension of the topic through the score thrown by the websites.	May 18-22	-Laptop -Video beam -Virtual dictionary - Topic 6-7		The inclusion of " Topic 6 " allowed a drastic change into the class environment. The students were quite interested in the new device, this motivated them to participate actively and continuously during the classes where the resource was used; however, this also caused slight delays in the classes thanks to similar situations to those presented during the implementation of the videos.
		Listening / pronunciation practice After teacher's explanation, students will watch videos about the class topic. Then, a list of words will be used to practice pronunciation of the group, after that, students will interact with a pronunciation website where the students must listen the set of words, identify the differences in pronunciation.	May 25	-Websites (lyricstraining.com, Agendaweb.org, Eastoftheweb, wordreferences.com, ttsreader.com)		Many students showed discomfort when they were not chosen, which caused some disorders that had to be controlled in order to maintain the course of the class, in that way many students were able to participate and interact with " Topic 6 " during the sessions. Regarding the activities results, in general terms both activities showed positive results in terms of topic comprehension. In the same way, many students expressed their interest in continuing the classes with " Topic 6 " since they recognized that it was much easier and entertaining for them to use these means.

- Appendix B

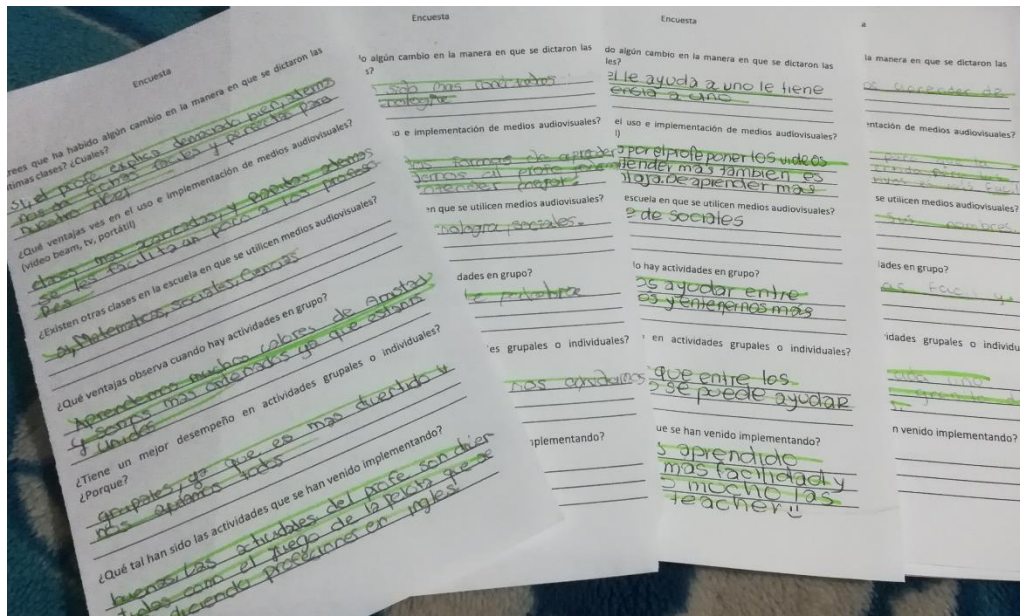


IMPROVING STUDENTS' PARTICIPATION IN THE ENGLISH CLASS BY IMPLEMENTING ICTS

- Appendix C

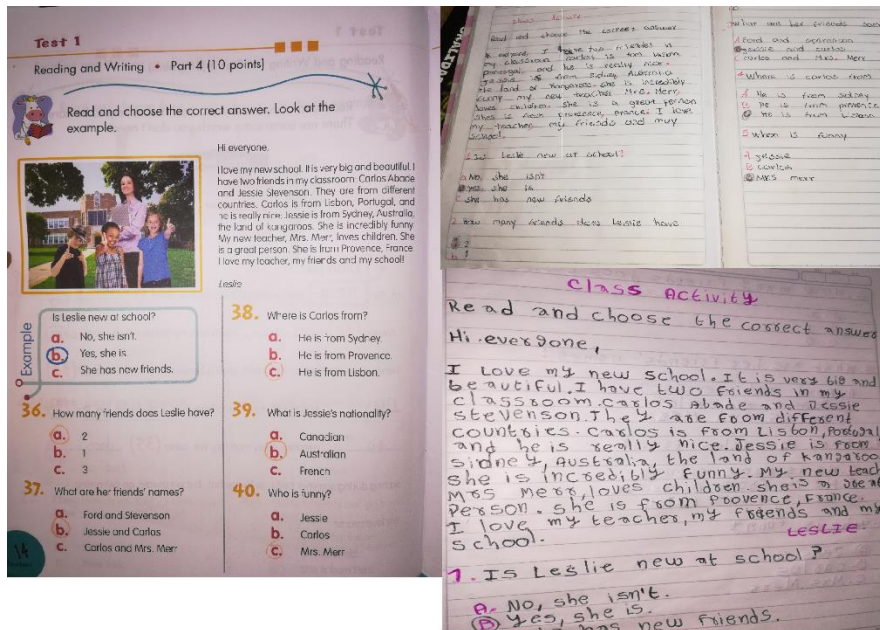


- Appendix D

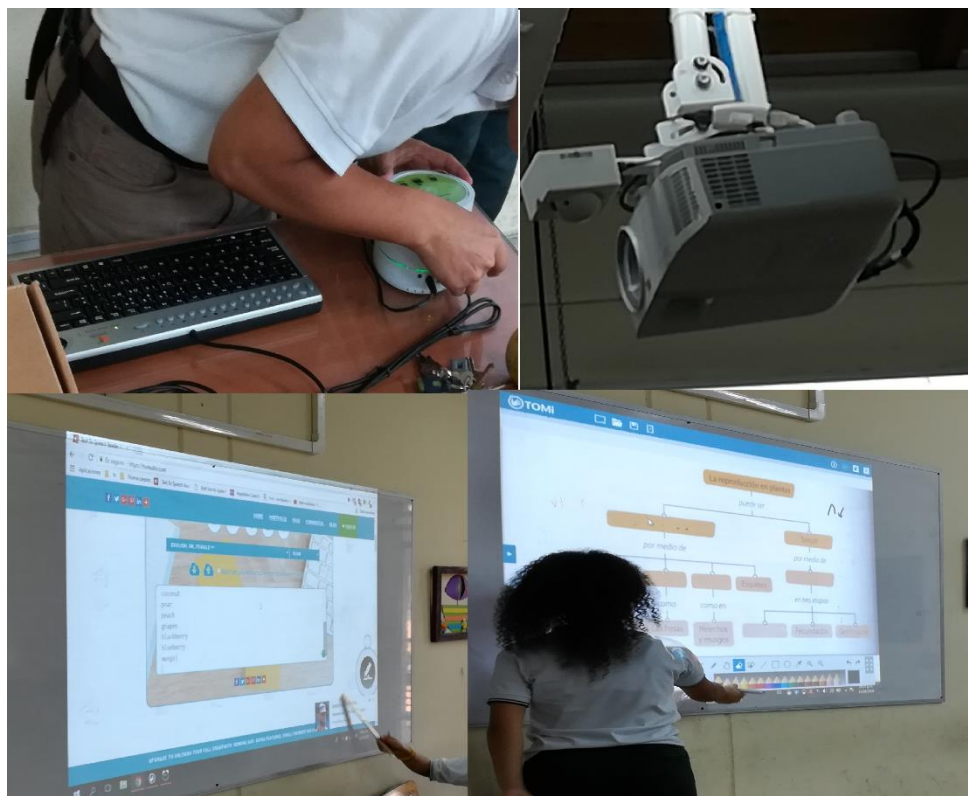


IMPROVING STUDENTS' PARTICIPATION IN THE ENGLISH CLASS BY IMPLEMENTING ICTS

- Appendix E



- Appendix F



- Appendix G

