



Using ICTs to Promote EFL Third Graders' Engagement

Action Research

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Dedication

I dedicate this work to those who, in any way or form, were part of this entire process.

Acknowledgments

I would like to thank my research and thesis advisor Cristian Londoño for his unstoppable dedication to the project and for helping me out during the difficult times it brought along. His relentless determination and willingness to guide me with advice, corrections, and redirection helped me greatly to understand the fine, intricate details of carrying out research.

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I want to thank the school, my cooperating teacher, and her students for opening the doors to their classroom and lives and allowing me to be part of them for the last 12 months. It was a marvelous experience to work with children and I leave with the firm conviction that more than the teacher, I was their student, their apprentice. To all of them I just need to say: "Thank you".

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Abstract

This action research carried out at Institución Educativa Sor Juana Inés de la Cruz in Medellín sought to determine how content presented through ICTs fostered EFL children's engagement. Different types of audio, visual, audiovisual materials, and games were used in order to observe students' engagement forms and changes. Within an action research framework, data collection instruments used for this qualitative study were one pre- and one post- LIKERT student surveys, four class video recordings, cooperating teacher and advisor reports, pre-service teacher journal entries, student artifacts, and one student interview at the end of the action plan. The analysis of the data revealed that the use of ICTs fostered students' vocabulary learning and retention, their progressive desire to participate in spoken form, and their time on task effectiveness. Teacher mediation and planning were key to the learning of students.

Keywords: ICTs Elementary school, student engagement, educational technology, behavioral engagement, emotional engagement, cognitive engagement.

Resumen

Esta investigación acción, llevada a cabo en la Institución Educativa Sor Juana Inés de la Cruz, Medellín, Colombia, buscó determinar cómo el contenido presentado a través de las TICs promovía el compromiso de un grupo de estudiantes de inglés como lengua extranjera en tercer grado. Se utilizaron diferentes tipos de materiales visuales, de audio y audiovisuales, así como juegos, para observar los cambios en el compromiso (engagement) de los estudiantes. Los instrumentos de recolección de datos consistieron de una encuesta LIKERT pre y post implementación, cuatro grabaciones de momentos de clase, reportes por parte de la profesora cooperadora, el diario de campo del docente en formación, artefactos de los estudiantes y una entrevista al final de la implementación. El análisis de la información reveló que el uso mediado de las TICs fomentó el aprendizaje y la retención de vocabulario por parte de los estudiantes, su deseo progresivo por participar de manera oral y el uso eficiente del tiempo para completar las tareas asignadas.

Palabras clave: TICs en la escuela básica primaria, compromiso en los estudiantes, tecnología educacional, compromiso comportamental, compromiso emocional, compromiso cognitivo.

Introduction

The purpose behind this research study lies in my intention to use ICT mediated content to provide students with a different type of material that could potentially be more engaging than what traditional materials in the classroom have to offer. This is in terms of appeal but also in terms of fostering student participation and positive reactions in the classroom. In the Colombian context, some studies have been carried out to highlight the importance of incorporating ICTs into the classroom.

As Harris Bonet, P. (2021) put it 'The integration of ICT into educational settings has proven to have significant benefits in terms of learning and has become increasingly interesting in recent decades in different sectors of education.'. They found that the presence or lack of ICTs in the classroom could have meaningful effects on the students who were or were not exposed to them.

I decided to focus on the aspect of ICTs that could have my students work in the class for longer periods of time while learning and enjoying the material. Through colorful images, sounds, songs and games, I presented the course content with the intention not only of teaching but of making learning an enjoyable experience that could keep my students engaged emotionally, behaviorally and cognitively.

Description of the Context

Institución Educativa Sor Juana Inés de la Cruz (IESJIC) is located in the Girardot neighborhood in Commune 5 of the city of Medellín, Colombia. It is a coeducational public institution of mixed character that serves students from strata one to three, from preschool to high school. The school hours are from 6:30AM to 12:00PM for high school and from 12:30PM to 5:40PM for elementary school. Elementary school students are assigned two hours of English per week.

The institution operates with one teacher per area for all elementary school students. As per the institution's mission, it provides a public service at the levels of preschool, elementary, academic, and technical high school, and it develops quality processes in academic training (knowledge), human (being), and social projection (coexistence), enabling the development of general and specific skills for the performance and projection of its students, as well as the transformation of their families and the sociocultural context. It values the individual and looks at its developing process from different angles, such as: uniqueness, spirituality, socialization, responsibility, and playfulness.

The institution's vision states the following: "By the year 2028, we will be recognized as an integrating institution of human, academic, technical, and social projection training; strengthened by information and communication technologies (ICT), promoting in its students a comprehensive training, with competent teachers and contributing to the quality of life of their families (Translated from Spanish by the author, Visión Institucional, 2024).

The institution has technological means in all its classrooms, for example: TV sets and speakers in each classroom that can be connected to the teachers' personal computers and wireless Internet access. This is aligned with the institution's vision of integrating ICTs into the education

of its students in different areas. It is important to mention that the use of cell phones is prohibited within the institution's facilities, which presents a challenge for the ICT integration of this device.

Participants

In the second semester of 2023 (Cycle 1), I accompanied the kids of second grade, group 3 (Segundo Tres). In Cycle 2, they transitioned into third grade, and I accompanied them in the first semester of 2024. Most of the student roll remained equal. The participants in the study were children in third grade (Tercero Tres). This group had 35 students, 17 boys and 18 girls, between 8 and 9 years of age.

Students in the classroom loved the English language and seemed eager to adopt new concepts brought by the teacher. When instructions were being given, they were receptive, well behaved and silent. However, once they were told to start an exercise, there was a tendency for girls to form small groups and chat away during activity development. The boys, on the other hand, were usually seen in pairs, with a few students roaming around the classroom and visiting other students' seats. This was sometimes disruptive, and it added to the time the group took to complete activities.

Students in general seemed to have a positive attitude towards the English subject. However, they tended to work individually and almost never in teams, which inhibited their ability to learn from others. In addition, they tended to be easily distracted during transition times between activities and when the teacher was busy with other students.

The Cooperating Teacher

The cooperating teacher has a background as a Normalista Superior, a Bachelor's degree in teaching basic education with an emphasis in Math and a Master's Degree in Education. She has been part of this institution for the last six years and, although she does not have a diploma in

teaching English, she loves the language and took on the challenge of teaching it in elementary school. Her lessons were planned to include the four skills, Listening, Reading, Writing and Speaking. However, her background or experience is unrelated to English Teaching, thus making oral input and students' oral production limited at some extent.

In contrast, reading and writing in lessons gave students content that was tailored to their needs, which provided them with the necessary input and output activities to reach the goals of the course. The teacher has strong class management and discipline control. However, the group tended to get disorganized when she attended a particular student or during transitions between activities. Her "whole group" strategies were very effective at maintaining attention and discipline, even though they seemed to reduce the chances of small groups work. Her lessons consistently intended to include the four skills, i.e., she always included a literacy component and a speaking and listening component. Speaking and listening were at lexical level fostered with teacher-oriented memorization of sentences. In contrast, reading and writing did reach the sentence-level production using traditional materials as notebook and pencils.

Statement of the Problem

The following lines describe the problem addressed in this action research. While observations were being carried out during the first semester, two issues were recurrent regarding students' disengagement behaviors and limited use of non-traditional technologies in the classroom.

Students' classroom behaviors

During the observations in the first practicum semester, from August to November 2023, it could be seen that, although students worked in the class taught by the CT, there were instances in which some of them walked around the classroom, chatted constantly, and generally got

distracted from the tasks being carried out. The CT's strategy to solve this was to run parallel activities to keep them all busy while providing feedback to students individually about their progress or performance. However, as the CT focused her attention on individuals and not on the whole group. Then, students would disengage repetitively.

Use of technology in the classroom

Although classes were planned to have varied activities, which are necessary with this age group to keep attention, I observed how technological resources available in the classroom (computer and television) were used to display information pertinent to the course such as: the list of students, grades, the assignment of turns for a proposed activity, and the playback of a song that the students were preparing for English week, as well as for occasional slides or videos (Class Observations, July 24, 31; September 6, 25, 2023). Regular instruction in English made use of didactic materials different from the technological ones like the board, textbook, and students' notebooks (Class Observations, July 26, August 2, 14, 23; September 13, 2023). Facing these issues, an idea came upon me to expand on the uses of the technological tools and offer the course content through images, audio, video, and interactive games on a regular basis in order to stimulate students' curiosity and participation and present the information in a way that would relate more to the media available to students at home, content more closely to what students see daily outside the classroom such as: cartoon-like content, interactive games, songs, and videos. The goal projected was using the ICT hardware available in the classroom with multimedia content as images, sounds, words, interactive games, and video input to enhance learners' engagement.

Theoretical Background

This theoretical framework provides insight into the core concepts of this study: ICTs and Engagement. It will also attempt to conceptualize the use of different content types for English language learning.

ICTs

Nowadays, many students have access to an array of technological devices that they make use of as part of their daily lives. Computers, tablets, and mobiles have been regularly integrated into classrooms and are home dynamics. UNESCO (2009) defines Information and Communication Technologies (ICTs) as:

“... a diverse set of technological tools and resources used to transmit store create share or exchange information”. These technological tools range from computers, Internet, radio, television, audio, and video players to storage devices, fixed or mobile satellite telephones, video conferencing etcetera.” (p 11).

Through these devices, children are exposed to video, audio, and multimodal texts regularly for educational and social purposes. In education, using these resources at school gives teachers a chance to recreate an environment that students are familiar with and, therefore, make content more appealing to them. As Miranda (2007) asserts,

“Information and Communication Technologies (ICT) play an extremely important role in education by supporting and improving the learning process. They help in the development of learning environments and contribute to the transmission and acquisition of knowledge. ICT facilitates access to a wide range of educational resources, enables interactive and engaging learning experiences, and promotes collaboration among students and educators. (p.41) “

ICTs and content types

Due to the 6-week implementation cycle and, considering that there was only one class of English per week, not all types of ICT mediated content could be implemented. Therefore, I decided to use songs, imagery (ppt presentations, GIFs, Memes), sound recordings and offline games to present the content for the course.

Songs have a wide variety of uses in the EFL classroom for children. They can teach vocabulary, pronunciation, inductive grammar, intonation and improve listening comprehension. However, one of the most important things about songs in the classroom with kids is that they are a lot of fun (Millington, 2011). Kids are engaged in activities when they are fun for them, and songs bring that break in the everyday class routine. As children sing, not only are they learning but also having fun and therefore engaged. As Millington puts it, 'songs can add interest to the classroom routine and potentially improve student motivation.'

Traditional vocabulary, grammar, and pronunciation activities are still in use in today's classrooms. Language teaching benefits from ICTs and the wealth of free-content available on the Internet to create/design new materials and provide students more suitable and appealing content in lessons. Shahla (2012) says that media can be integrated into language lessons in a variety of ways by developing activities based on radio programs, television shows, newspapers, and videos. Creating and bringing these new materials into the classroom offers a different approach to textbooks, copies, or fill in the blank exercises. By providing children with new materials appealing to sounds, color, recordings, animations may produce new forms of exploring learning through new technologies.

Engagement

Engagement can be described as a set of behaviors that take place on behalf of the students in any given class or classroom environment. “Engagement refers to the amount (quantity) and type (quality) of learners’ active participation and involvement in a language learning task or activity” (Hiver et al., 2021, p. 202). A learner’s engagement level may have an impact on the learning degrees. Hiver-et-al (2021) defines 4 types of engagement to be considered when it comes to engagement and language: Cognitive, behavioral, emotional, and social engagement. Given the scope of my research and considering what Fredricks-et-al (2004) states ‘The fusion of behavior, emotion, and cognition under the idea of engagement is valuable because it may provide a richer characterization of children than is possible in research on single components’, this framework will focus on the first three, which I will attempt to define below.

Cognitive engagement refers to the level of mental effort students make in order to carry out the activities proposed by the teacher or by the lesson. This level of mental effort can be seen in different attitudes students have during the class like the way they communicate with others or how they let the teacher, or peers know that they understood a concept or have trouble with it through words and body language.

‘In the context of L2 classroom settings, cognitive engagement can manifest through various verbal and non-verbal indicators, such as peer interactions, questioning, hesitation, repetition, volunteering answers, exchanging ideas, providing feedback, and non-verbal cues like body language, facial expressions, and eye movements.’ (Hiver et al., 2021, p. 4)

Emotional engagement comprises all the emotions students show during a class, be it negative emotions, such as anxiety, frustration, boredom which could be considered signs of students feeling or being disengaged or positive ones like joy, happiness, enthusiasm towards the

class or its content, which, in turn, could be thought of as students being or feeling engaged. (Hiver et al., 2021, p. 5; p. 18). Finally, behavioral engagement refers to the time on task students spend during the lesson, their ability to carry on with the task without having to be directed or supervised, how much content they produce in terms of language and their initiative to engage in interactions with peers or with the teacher.

Research Question

How can the use of ICTs to present the course content inside a third-grade classroom improve student engagement?

Objectives

General Objective

To determine the ways in which ICT mediated content presentation affects students' cognitive, emotional and behavioral engagement.

Specific Objectives

To examine the effects of ICT mediated content on students' engagement.

To determine how content through ICTs represents an improvement on students' engagement in English learning.

Action Plan

Initially, the first iteration of the LIKERT survey (Appendix A) was administered to gather the baseline data on students' perception of the class before ICT mediated content started to be presented. This allowed the pre-service teacher to gather information regarding the attitudes students had toward the English class.

Once this was done, the preservice teacher was to implement ICT mediated content following three stages for the presentation of the topics inside the class. The first stage was

vocabulary presentation and only isolated images, or isolated sounds (machines, environments) were presented to students to activate vocabulary and teach content for the first time. The second stage was vocabulary recycling and practice. For this stage, images and sounds (recordings of the pre-service teacher voice pronouncing the vocabulary items previously taught) were used in combination to consolidate what had been learned in the previous lesson and to provide instruction on pronunciation. A song was also introduced at this stage to help students go from vocabulary to sentence level utterances and to promote a different way for them to engage with the class and practice the content. The third stage was that of interactive games. Interactive games were used as a means to observe engagement, evaluate student participation in the class and provide an insight into students' assimilation of the content being taught. These different moments were recorded to analyze and transcribe the action later.

During the action plan, data on the events of these stages was collected using a teacher journal, CT reports, students' artifacts, advisor observation reports, the second iteration of the LIKERT survey, and one student interview.

Table 1 Action Plan

WEEK	OBJECTIVE	RESEARCH ACTION	DATA COLLECTION INSTRUMENT	TEACHING ACTIONS Material (which one, why and how)
1	Gather baseline data	Students will be given a LIKERT survey format to answer at the end of the class. Pre-service Teacher will register engagement patterns on his journal	Teacher's journal, LIKERT survey	Fruit and healthy nutrition, vocabulary presentation (images, ppt presentation)
2	Start observable implementation of lessons mediated by ICT's. Observe interaction patterns that show signs or	Pre-service Teacher will register engagement patterns on his journal. Artifacts will be collected to see students' level of engagement towards activity completion. The first CT report will be completed in this session.	Teacher's journal, CT report, students' artifacts	Fruit and healthy nutrition, vocabulary recycling and practice (images, ppt presentation including sounds for pronunciation and sentences 'I like ... I don't like...') Fruit salad activity

	lack of engagement			* merger with evaluating activity from the CT
3	Continue ICT mediated content instruction. Gather further data on Students' changes regarding engagement.	Pre-service Teacher will register engagement patterns on his journal Artifacts will be collected to look for changes in students' level of engagement towards activity completion.	Teacher's journal, students' artifacts	Vocabulary recollection activity *(draw your salad) Illnesses, ailments and symptoms, vocabulary presentation (animated images GIFs,)
4	Continue ICT mediated content instruction. Gather further data on Students' changes regarding engagement.	Pre-service Teacher will register engagement patterns on his journal	Teacher's journal,	Illnesses, ailments and symptoms, vocabulary recycling and practice (animated images GIFs, vocabulary presentation) Crossword puzzle *(ailments and nutrition Evaluating activity Kahoot *(fruits) Evaluating activity
5	Continue ICT mediated content instruction. Gather further data on Students' changes regarding engagement,	Pre-service Teacher will register engagement patterns on his journal Second CT report will be completed in this session. Artifacts will be collected to watch for evolution in students' level of engagement towards activity completion.	Teacher's journal, CT report, students' artifacts	Jobs and professions, vocabulary presentation (context sounds to activate vocabulary, images of professions and occupations)
6	Continue ICT mediated content instruction. Gather further data on Students' changes regarding engagement, apply changes to instruction based on journal reflection section entries	Pre-service Teacher will register engagement patterns on his journal Artifacts will be collected to determine final changes in students' level of engagement towards activity completion.	Teacher's journal,	Jobs and professions, vocabulary recycling and practice (images of professions and occupations, ppt presentation with images including sounds for pronunciation and sentence practice "she is a doctor, he is a pilot')

7	Last day to collect data for analysis. Implement Final ICT mediated content instruction for the study.	Pre-service Teacher will register engagement patterns on his journal. The final CT report will be completed in this session.	Teacher's journal, CT report, LIKERT survey	Jobs and professions, vocabulary recycling and practice (images of professions and occupations, ppt presentation with images including sounds for pronunciation and sentence practice "she is a doctor, he is a pilot") Kahoot professions *(evaluating activity
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Data Collection Instruments

The data collection instruments chosen for this research work were six: Teacher journal, LIKERT-type surveys (for students), classroom observations by the CT, students' artifacts, video recordings, and one interview with 7 students.

A teacher journal was kept with post-lesson journal entries, composed of two sections, an observation section, and a reflection section (Appendix B). This instrument registered, from the pre-service teacher's perspective, the different engagement signs students exhibited from the class materials presented through ICTs, which could serve as evidence stemming from topics and activities.

The LIKERT-type surveys were administered to students at two different times during the action research cycle: at the beginning, and at the end of the cycle. These served as evidence of students' attitudes towards different aspects of engagement from the start of the implementation and the changes they had towards the end of it. Their data offered insight into the changes in their cognitive, emotional, and behavioral engagement as the classes mediated by ICTs were implemented.

Observations by the Cooperating Teacher and the practicum advisor (CT reports) were collected in 3 different sessions (Appendix C). One by each in the third session of class, and one by the CT in the second to last class of the implementation cycle. This data collection method was designed to have the CT answer questions about students' behaviors and interactions in the class. These questions were categorized into Cognitive, Behavioral, and Emotional Engagement. They served as a reliable source of information by a qualified pair from an objective standpoint on the three aspects of engagement being covered by this research project.

Student artifacts were collected in weeks 2 and 6. The purpose of these artifacts was to provide evidence of students' ability to learn course contents and gather evidence of cognitive engagement. Video recordings aimed to gather evidence of students' behavioral and emotional engagement in class activities. Finally, a focus group interview with seven students was conducted at the end of the data collection phase (Appendix D). They were chosen considering the answers they provided to the question number 11 of the LIKERT survey 'What do you like the most about the English class?'. The answers to this question were short: 'the games', 'the songs' and 'everything'. This interview was made to expand on students' emotional engagement.

Methodological Framework

During a year of teaching practice, a thorough investigation was undertaken to address an existing issue in an educational setting using a qualitative action research approach. The main goal was to pinpoint one problem and its causes, while devising a solution to better teaching and learning (Creswell, 2015). This research approach, as mentioned by Altrichter et al. (2000), involved focusing on studying the problem and taking improvement actions.

The study followed the research steps outlined by Creswell (2015). These steps included figuring out the exact problem, analyzing literature, designing a plan to guide the research,

gathering data using different data collection methods, reflecting about the data, and disclosing findings on the topic or issue of interest. This research work was carried out in two cycles, with the first one focusing on writing in journals to help figure out a plan. Then, the second cycle involved putting the plan into action in the classroom, gathering data, analyzing it inductively and deductively, and writing the research report.

Findings and Interpretations

This study aimed at discovering how the implementation of ICT mediated content in the classroom improved student engagement. To do this, several data collection methods were used to gather information that could provide an insight into observable data that could help answer this question. As a result of the action plan and the research cycles, several findings came to light regarding the utilization of ICTs in the elementary school classroom. This section presents the advantages as well as the drawbacks that emerged as a result of this research work.

Images and sounds fostered learning and engagement.

Data analysis suggests that the use of visual and audio content had a meaningful effect on students' learning of vocabulary and their engagement. Images helped students remember vocabulary with reinforced association. In lesson 1, fruit activity with images, the pre-service teacher presented students with new vocabulary on fruits for the topic of healthy nutrition. Using the computer, images of different non-labeled fruits were projected on the TV with the PST asking the students for the names of the fruits in Spanish. Then, he showed the pictures of the fruits again, in the same order as before, but this time saying aloud the names of the fruits in English.

Moreover, the teacher reviewed all images one more time and asked the students to remember what the names of the fruits were in English. Students were able to recall the names of the fruits that had been presented to them. (Journal entry 1, March 6, 2024; Journal entry 2, March

13, 2024). Evidently, the different iterations produced vocabulary learning and retention: activation, instruction, validation. Students' attention to the sounds of fruits and later ability to say them out loud evince their behavioral and cognitive engagement. Students went from two transparent words to the full array of fruits.

Audio content for vocabulary and engagement

Audio content in the form of relatable sounds of professions and their environments, as well as the names of fruits and ailments, helped students practice and reinforce vocabulary. These sounds engaged students' initial activation and responses, as well as participation, by prompting them to repeat words and sentences related to the lesson, and decreasing anxiety and fear, by not having to face the teacher's questions.

Audios elicited initial responses from students. For instance, in lesson 6, Professions, the preservice teacher played different sounds to activate students' vocabulary and prepare them for instruction. The sounds played were a wailing siren, a ringing bell in a school, a heartbeat monitor and a plane taking off. The teacher asked the students to try matching professions with the sounds played. Students responded positively by offering the names of the professions they associated with that particular sound (in Spanish), sometimes offering more than one answer for one particular sound. They were then asked what the names of those professions were in English, and they gave a few responses like 'doctor' (stressed at the end as in Spanish), 'pilot' (pronounced /peelot/) and 'police' referring to police officer. After minor pronunciation corrections, students started to pronounce the words correctly, and even self-correct when they made a mistake that was pointed out by the teacher. The number of students participating increased progressively (Video recording 1, May 8, 2024).

Sounds also helped students practice vocabulary. In lessons 2, 4 and 7, which followed introductory lessons to vocabulary content, the slides were modified to include the pronunciation of the vocabulary from the previous lesson, the written names for fruits (lesson 2), ailments (lesson 4) and professions (lessons 6 and 7) and a sentence in which the vocabulary was used (e.g., 'I like papaya', 'I have a headache', 'She is a teacher') to help students repeat, pronounce, and focus their attention on the input on screen, rather than the teacher's questions or input. Students repeated the words after they listened to them on the TV, imitating the pronunciation they heard each time (Video recording 1, May 8, 2024).

"Students were reading the names displayed on the TV'. 'Students waited for the sound accompanying those names so that they could pronounce them correctly'. 'Students repeated after the sound was played and imitated the patterns of pronunciation" (Journal entry 5, April 17, 2024).

Contextual sounds offered a means to activate students' curiosity and willingness to participate in the activity being carried out, as can be seen in the CT reports (CT report, April 3, 2024) and in lesson 5 (Video recording, May 8, 2024). This was also noticed by the CT, who reported that sound was a tool that generated attention, listening, desire to participate, and curiosity (CT report, May 8, 2024). During the implementation cycle, students went from walking around the classroom, or chatting away during time-on-task periods, to anticipating content realization, either visually or via sounds, and trying to participate to carry out the assignments inside the classroom.

Figure 1 Images: teacher playing sounds to engage students



Figure 2 Images: teacher playing sounds to engage students



Images enhanced vocabulary apprehension

Data collected from journals, CT reports, and video recordings showed that students were able to remember vocabulary items that had been shown to them previously using the TV in the classroom. This happened in both instances in which new vocabulary was introduced (two topics were taught during the implementation cycle 'healthy nutrition' / 'professions'). Students volunteered to say the names of the fruits on the second round of displaying them (Journal entry

1, March 6, 2024; Journal entry 2, March 13, 2024). Students listened to each other and were heard saying correctly the names of fruits (CT report, April 7, 2024).

It was also evinced that the imagery presented to students had influenced not only their ability to remember the vocabulary, but also how they pictured it in their minds, as their drawings in the “fruit salad activity”, a drawing activity on fruits inside or outside a bowl, were very similar to the images displayed in pictures of previous lessons (Journal Entry 4, April 3, 2024). Some sample images from Artifacts 1 and 2 are shown here:

Figure 3 Images: original vs representation in students' drawings



Images plus sounds activated students' curiosity and willingness to participate in the activities. Digital images and animated images (GIFs), were also used to awaken students' curiosity and trigger both emotions and reactions to what they were looking at as a means to increase their interest in the material and in the class. Students could be heard expressing ideas about the fruits or the illnesses they could observe on the TV. They laughed, commented, and asked questions about the audiovisual content.

“Students reacted to the images by smiling, making noises, or commenting on them like «¡Wow!», or pointing at the image and saying something about its appearance: «¡Una piña con

gafas! ¡Ja, ja, ja!>>, <<El banano es mi fruta favorita>>, <<No me gusta la papaya>>, indicating surprise or joy when they saw the image” (Journal Entry 2, March 13, 2024). Report here, if any, the third part of your main findings; the respective evidence must be included. Then, elaborate an interpretation in form of discussion using authors cited in previous sections, for instance: the statement of the problem or the theoretical framework.

Songs enhanced behavioral engagement

One song about symptoms and illnesses was played in lessons of April 3 and April 17. The use of the song provided students with a means to practice the vocabulary being taught in the lesson through vocabulary reinforcement and image-sound association.

Data collected from video excerpts show students’ participation and willingness to be part of the song activity was clearly observable (Video recording #4, April 3, 2024) . Some students listened to the song a couple of times to get familiar with the tune and the way it was sung, they looked at the screen and followed the lines as they were shown. After, most of them started to sing it out loud as a whole group along with the tune on the TV. They all seemed to follow musically the two moments to the song and remained attentive until the end of both, asking for it to be repeated every time the teacher paused it. They followed pronunciation patterns (e.g., “I’m sick”, “I have a headache”, “I have a stomachache”) and participated in the activity as a whole group. There were a few who did not dare sing it out loud, but they could be seen covering their mouths and mumbling unfamiliar song parts. Some students could be seen nodding, smiling, trying to spring out of their seats during the song’s playback. In CT reports (April 3, 2024), it was also found that students were perceived positive predisposition to content through songs, as well as singing along and following the lyrics.

Figure 4 Images: teacher playing songs to engage students



Figure 5 Images: Students singing songs and getting excited about singing



The song activity was played in Lesson 4 (April 3) and Lesson 5 (April 17). Despite the two-week gap, the students reacted positively to it in both instances and could remember the lyrics. Furthermore, students kept asking the pre-service teacher to play it in all coming classes, which revealed the impact this type of activity and content had on their behaviors. In fact, the focus group interview evinces also a positive impact on students' cognitive and emotional engagement.

Interactive games for enriched engagement.

At the end of each one of the topics covered during the implementation cycle, Three games were selected that fit this criterion: KAHOOT, Matching game and Hangman. Due to time constraints and the need to modify the action plan, hangman was not implemented. They were intended to involve imagery on the vocabulary already taught (either recycled images or very similar ones) to activate previous knowledge. They were meant to be played in teams, so that students could discuss potential answers before providing them. Thirdly, they required high attention levels as one teams' mistake could be a point awarded to other team with the right answer.

Figure 6 Sample of kahoot game slide



As a result of implementing the games, students could be seen talking amongst themselves in their teams to come up with the right answers. They also massively raised their hands to ask for a chance to participate and respond. When given an opportunity, they were seen springing out of their seats to offer their answers, which were usually correct in the Kahoot game. In the three instances in which games were implemented, allocated time for these had to be increased during

the activity due to students' high interest in completing the task. This means that in task completion interest and enjoyment were relatively more important than time efficiency or performance.

Figure 7 Students engaged playing games



Figure 8 Students engaged playing games



Students also had positive things to say about the games in the classroom. They spoke about different things they experienced through them regarding how they made them feel, as well as how they practiced the content of the lessons.

Entrevistador (E) Estudiantes (Ss) Estudiante 1 (S1) Estudiante 2 (S2) etc....

(E): Cuando ustedes dicen que les gusta todo, que les gustan las canciones o que les gustan los juegos, qué es precisamente lo que más les gusta

(S2): Los juegos para divertirnos y para saber más de inglés porque las letras son de inglés para aprender más... mucho inglés

(E): Perfecto y cuando tú estás jugando sientes que aprendes o te da más pena participar, qué sientes tu

(S2): A veces me da un poquito de pena participar... pero... pero me da pena... pero...

(E): Pero no es por el juego

(S2): No, no es por el juego, es porque no me gusta hablar enfrente

(S3): Los juegos

(E): Por qué

(S3): Porque es que a mí me parecen muy divertidos los juegos, aprendo, me rio....

(S6): eh, los juegos

(E): ¿Por qué te gustan los juegos? Cuéntame

(S6): porque ... son divertidos ... uno puede también ... eh, trabajar en equipo

*(interview to student focus group, May 22nd, 2024)

Conclusions and Implications

Images though ICTs were appealing to students and generated an appropriation of vocabulary. Students were able to recall the concepts by just looking at the pictures and not only that but also drew some of the concepts, like fruits, in a very similar way to what they had been exposed to in the visual material.

Contextual sounds made an impact on students' vocabulary activation and their cognitive, emotional, and behavioral forms of engagement. It was evident before introducing a topic by means of anticipation, predisposition, and guessing. Also, sounds that included pronunciation of words and sentences activates students' oral and choral repetition, pronunciation, vocabulary practice, associations, and lexical patterns.

Songs allowed students to feel more relaxed while practicing the language. Also, they encouraged participation as students tended to behave the same way their peers were behaving and were not singled out, reducing anxiety and fear to participate. They also promoted willingness to work on the topics of the class as students repeatedly asked for the song to be played, since it was an activity that they enjoyed.

Games were a way the pre-service teacher implemented to find out whether ICT mediated content was having an effect on students' learning of the topics explained in the classroom and their willingness to participate in class using said content while working at both individual and group level. As it turns out, they provided an excellent tool for fostering participation on the part of the students. They allowed the pre-service teacher to witness students' cognitive engagement, through reading comprehension and oral production, emotional engagement, through students' reactions of excitement, enjoyment and comments on the activities and the topics, and behavioral engagement, through time on task devoted by the students, willingness to participate, to offer their answers and to work as teams to find out the answers.

Reflection

This research work was a challenging undertaking for me given the fact that this was my first time working with children in primary school. The decision to carry it out in this context and with this age group was influenced by my willingness to test myself as a teacher, since all my

previous experience in teaching had been with adults. Besides being an incredible experience, it taught me a lot about how to work with different types of learners age wise. The experience taught me that what works for teenagers and adults does not really work with kids (regardless of the adaptations you try to enable) but what you do with kids could work with adults. I also take from this experience that, despite having taken courses in teaching children during my time as a university student, facing the group of kids was by far more complex than what I could have anticipated leading me reflect on my practice and develop a keen eye for details I did not really need to pay attention to as a teacher for teenagers or adults. Regarding the use of technologies in the classroom, I must say that teacher mediation was of extreme importance during the planning of the lessons. Planning followed curricular orientations, careful selection of both materials and ICTs, presentation of the material, content recycling, and mediation. It is important to note that the role of the teacher decreased as the students' engagement rose. In those lessons in which material was being presented, the teacher played a very active, almost central role. Nonetheless, as students' vocabulary production increased, the teacher's mediation role faded to foreground students' engagement; in games mediated by ICTs, the role of the teacher was that of a guide and facilitator rather than director or evaluator.

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Appendix A

ENCUESTA

Lee las preguntas y marca con una X sobre la carita que representa tu opinión.

Si marcas la carita feliz 😊, quiere decir que SÍ.

Si marcas la carita seria 😐, quiere decir que A VECES te pasa.

Si marcas la carita triste 😞, quiere decir que NO.

PREGUNTAS

1. ¿Cuándo estas en clase, te gusta salir al tablero?
 😊 sí 😐 a veces 😞 no
2. ¿Te gusta responder preguntas que el profesor hace sobre el tema de la clase?
 😊 sí 😐 a veces 😞 no
3. ¿Te gusta hacer preguntas sobre cosas que no entiendes de la clase?
 😊 sí 😐 a veces 😞 no
4. ¿Te gusta dar ejemplos en clase cuando entiendes el tema?
 😊 sí 😐 a veces 😞 no
5. ¿Te alcanza el tiempo para las actividades dentro de la clase?
 😊 sí 😐 a veces 😞 no
6. ¿Te aburres en la clase de inglés?
 😊 sí 😐 a veces 😞 no
7. ¿Te gustan los temas de la clase?
 😊 sí 😐 a veces 😞 no
8. ¿Entiendes las instrucciones de las actividades de clase?
 😊 sí 😐 a veces 😞 no
9. ¿Te gustan las clases de inglés con imágenes coloridas en el televisor para aprender vocabulario nuevo?
 😊 sí 😐 a veces 😞 no
10. ¿Te gustan las clases de inglés con sonidos y videos en el televisor para enseñarte vocabulario y pronunciación?
 😊 sí 😐 a veces 😞 no

¿Qué es lo que más te gusta de la clase de inglés?

Appendix B

Formato para la observación de clases por parte de la docente cooperadora

Este formato tiene como propósito facilitar la observación de los aspectos inherentes al concepto de "compromiso (engagement)" que está abordado por el practicante en su trabajo de investigación. Este formato será utilizado solamente por el profesor/ la profesora cooperadora del practicante.

COMPROMISO COGNITIVO (COGNITIVE ENGAGEMENT)			
Pregunta orientadora para la docente cooperadora	SI	NO ES CLARO	NO
¿Los estudiantes hacen preguntas al profesor o sus compañeros relacionadas con el tema que se está explicando en la clase? Comentarios adicionales			
¿Los estudiantes proveen claves no verbales como lenguaje corporal, expresiones faciales u otros gestos para ayudar a sus compañeros a entender un concepto explicado por el profesor o requerido para una actividad? Comentarios adicionales			
¿Los estudiantes voluntariamente ofrecen repuestas a preguntas hechas por el profesor sobre el tema de la clase? Comentarios adicionales			
¿Los estudiantes corrigen a sus compañeros en términos de vocabulario, ¿deletreo, pronunciación, etc... cuando se percatan de que éstos cometieron un error? Comentarios adicionales			

COMPROMISO EMOCIONAL (EMOTIONAL ENGAGEMENT)			
Pregunta orientadora para la docente cooperadora	SI	NO ES CLARO	NO
¿Los estudiantes demuestran entusiasmo al participar de las actividades propuestas por el profesor utilizando las TICs? Comentarios adicionales			
¿Los estudiantes demuestran aburrimiento o rabia cuando se les solicita participar en las actividades de vocabulario, pronunciación, canciones o en los juegos planteados por el profesor a través de las ICTs en el aula de clase? Comentarios adicionales			
Los estudiantes evidencian un disfrute de las actividades propuestas por el profesor a través de las ICTs, es decir, ¿están contentos y alegres de participar en ellas? Comentarios adicionales			

¿Los estudiantes exhiben ansiedad o frustración si se les pide participar en las actividades mediadas por ICTs propuestas por el profesor? Comentarios adicionales			
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COMPROMISO COMPORAMENTAL (BEHAVIORAL ENGAGEMENT)			
Pregunta orientadora para la docente cooperadora	SI	NO ES CLARO	NO
¿Los estudiantes se esfuerzan por completar las actividades propuestas por el profesor en la clase? Comentarios adicionales			
Los estudiantes demuestran autonomía para completar las actividades de la clase, es decir, ¿dedican tiempo a completarias sin necesidad de apoyo o dirección? Comentarios adicionales			
¿La participación de los estudiantes es de calidad y no lo hacen solo por cumplir con lo requerido por el profesor? Comentarios adicionales			

UTILICE ESTA SECCION PARA AÑADIR COMENTARIOS EXTRAS A SU OBSERVACIÓN

Appendix C

UNIVERSITY OF ANTIOQUIA - SCHOOL OF LANGUAGES PRACTICUM SEMINAR II		
LESSON PLAN		
Preservice teacher's name: Andrés Arango		
School/Institution: I.E Sor Juana Inès de la Cruz		
Term: 1	Dates:	
Class/level: 3-3	Times: 12:30-2:10 pm	
Research question:		
<ul style="list-style-type: none"> How can the use of ICTs to present the course content inside a third-grade classroom improve student engagement? 		
Research objectives:		
<p>To collect and analyze information about the effects of ICT mediated content on students' different types of engagement.</p> <p>To analyze whether presenting content through ICTs represents an improvement on students' engagement over presenting content through traditional classroom materials.</p>		
Language and Content Objectives:		Syllabus addressed (content from the syllabus that you are addressing in this lesson):
1.		
Timing and Sequencing	Description of Activities	Journal
	<p>Describe the series of activities necessary for the achievement of the language and content objectives. If the lesson is part of your action plan of your research, procure that the activities stay in close relationship with the research question and objectives.</p>	<p>Pedagogical reflection: questions, wonderings, connections, points of concern, interests, your personal opinions regarding your teaching practice.</p> <p>Research notes: class descriptions of students' responses to activities and participation. Include everything that helps you answer your research question. Include an explanation of why happened what happened. Support these ideas with theory.</p>

Appendix D

Focus Group Interview

The following questions will help clarify & provide more detailed answers

Questions

1. When you say you like song the most, why do you say that?
 - 1.1 Can you give an example?
2. When you say you like games the most, why do you say that?
 - 2.1 Can you give an example?
3. What type of activity made you participate more?
 - 3.1 Why?

Extra comments|